DOCUMENT RESUME

ED 250 891 EC 171 129

AUTHOR	Zeger, Jordana D., Ed.
TITLE	A Parent-Focused Home-Based Head Start Handbook for Home Visitors.
INSTITUTION	Cooperative Educational Service Agency 12, Portage, Wis.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.
PUB DATE	Sep 84
GRANT	ACYF-05CH5001/11
NOTE	341p.; Developed by the Home Start Training Center-Portage Project. Some charts and report forms will not reproduce clearly.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Disabilities; Home Programs; *Home Visits; *Parent Education; Parent Participation; Preschool Education; Program Development
IDENTIFIERS	Home Start Program Portage Project

ABSTRACT

The handbook describes the Home Start Training Center's approach to serving Head Start families. Much of the program is focused on the Portage Project and on early intervention efforts for preschoolers. The first of the major parts of the handbook presents an overview of the approach, reviewing the philosophy of parent-focused home-based programming, and offering suggestions for planning and implementing the home visit. The section on skill development presents information on structured activities, informal activities and parent education activities, task analysis, and reporting. The third section of the manual presents the center's handouts, training designed for use by home visitors and supervisors. Handouts address such topics as parent involvement, screening, curriculum planning, and family action plans. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED250891

A PARENT-FOCUSED HOME-BASED Head Start Handbook for

Home Visitors

Edited by:

Jordana D. Zeger

Home Start Training Center - Portage Project
Cooperative Educational Service Agency #12
626 East Slifer Street
P.O. Box 564
Portage, Wisconsin 53901
Tel: (608) 742-8811

EC171129

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CESA #5
Portage Project
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This handbook was developed by the Home Start Training Center - Portage Project under Grant #05CH5001/11 for Head Start Bureau, Administration for Children, Youth and Families, Office of Human Development Services, US Department of Health and Human Services.

Copyright 1984. Cooperative Educational Service Agency #5. Individuals wishing to reproduce portions of this handbook are encouraged to do so if credit is given to developers.

The opinions expressed in this handbook are those of the authors and do not necessarily reflect the Portage Project's or ACYF's position or policy.

ACKNOWLEDGEMENTS

The present staff of the Home Start Training Center respectfully and whole-heartedly express its gratitude to the many past HSTC staff members who contributed to this handbook. This handbook is a reflection of their creativity, dedication, and contributions to Head Start.

My thanks to the Portage Project Staff for their support and encouragement throughout this endeavor.

I am indebted to Margaret Stine for her editing, layout, and paste-up of this handbook.

My labors would never have ended had Karen Kratky not cheerfully and painstakingly typed and corrected, again and again, the many pages of this handbook.

Finally, my thanks to the staff of the Region V Administration of Children, Youth and Families - Head Start Bureau for their advocacy throughout the years this HSTC was in operation.

TABLE OF CONTENTS

I. Introduction

II. General Contents

- A. A Parent-Focused Home-Based Program
  by Jordana D. Zeger
- B. *Planning the Home Visit
  by Julia Herwig and Deborah C. Cochran
- C. *Implementing the Home Visit
  by Craig R. Loftin and Deborah C. Cochran
- D. *The Rest of the Story
  by Barbara L. Wolfe

III. Skill Development Section

- A. Completing a Developmental Checklist
  by Jordana D. Zeger
- B. Behavioral Objectives
  by Jordana D. Zeger
- C. Task Analysis
  by Jordana D. Zeger
- D. Activity Charts
  by Jordana D. Zeger
- E. Home Visit Report
  by Jordana D. Zeger and Margaret Stine

IV. HSTC's Training Handouts

- A. The Home-Based Option
- B. Parent Involvement
- C. Screening
- D. Curriculum Planning
- E. Family Action Plan
- F. Foundations For Parent Training
- G. Home Visitor Information
- H. Form Packet

*Adapted from Serving Handicapped Children in Home-Based Head Start.

INTRODUCTION

The Home Start Training Center (HSTC) Portage Project was funded by the Administration for Children, Youth and Families in 1975 to provide training and technical assistance to Head Start programs in Region V. As a result of their extensive involvement with Head Start programs, the Portage Project expanded its home-based model to incorporate the Head Start component areas. After eight years of providing training and technical assistance to programs, the HSTC has developed a highly respected and comprehensive approach to serving Head Start families.

The contents of this handbook reflect only a portion of the extensive knowledge and materials developed over the years. The primary purpose of the handbook is to provide home visitors with the essential information and skills necessary to successfully plan and implement home visits. It is not a training package, but rather a handbook to be incorporated into an agency's training program and staff development plan.

OVERVIEW OF HANDBOOK

The handbook is divided into three parts:

Part 1: General Content
Part 2: Skill Development Section
Part 3: HSTC's Training Handouts

Part 1: General Content

The general content presented in Part 1 is divided into four sections.

A. Parent-Focused Home-Based Programming

B. Planning the Home Visit

C. Implementing the Home Visit

D. The Rest of the Story

Section A - Parent-Focused Home-Based Programming states the philosophical base for the parent-focused approach and covers the following topics:

1. Developing Parent-Focused Programming
2. Profiling the American Family
3. Working with Adults
4. Defining the Three-Part Home Visit
5. Motivating Parents
6. Examining Home Visitors' Attitudes

Sections B, C and D (Planning the Home Visit, Implementing the Home Visit, and The Rest of the Story) were adapted from Serving Handicapped Children in Home-Based Head Start, a Portage Project publication. These sections describe the planning and implementation of the three-part home visit: structured activities, informal activities, and parent education activities. Section D contains helpful hints on how to be prepared for unforeseen events that may occur while working in homes.

Part 2: Skill Development Section

The Skill Development Section provides a self-instructional approach in learning the necessary skills to plan a home visit for the home visitor. The following areas are included in the skill development section:

A. Developmental Checklist
B. Behavioral Objectives
C. Task Analysis
D. Activity Charts
E. Home Visit Report

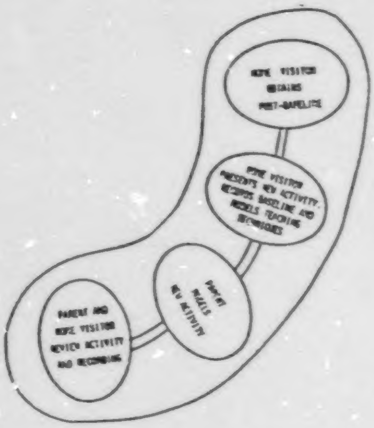
Part 3: HSTC's Training Handouts

Part 3 contains copies of the handouts used during various HSTC trainings. These handouts can be used by home visitors to supplement information in Parts 1 and 2. The information in Part 3 will also be helpful to supervisors in planning training. Do not use these handouts in isolation; to be effective they must accompany or be incorporated into a training. There is also a form packet which includes all forms discussed in the previous sections. These are for your use. Feel free to use them as they are or to modify them to meet your individual needs.

Overview

The parent-focused approach to home visiting is a model which includes three types of activities: the structured activities, informal activities, and parent education activities. The chart below is a brief outline describing the who, what, and how of each type of activity. These are discussed in further detail throughout the handbook.

THE THREE-PART HOME VISIT

STRUCTURED ACTIVITIES 25-35 MINUTES	INFORMAL ACTIVITIES 30-35 MINUTES	PARENT EDUCATION ACTIVITIES 20-30 MINUTES
WHO: PARENT, HOME VISITOR, CHILD WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS. HOW: THE HOME TEACHING PROCESS  HOME VISITOR OBTAINS POST-BASELINE HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES PARENT MODELS NEW ACTIVITY PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING	WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH - • MAINTENANCE • GENERALIZATION • READINESS • EXPOSURE HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.	WHO: PARENT, HOME VISITOR WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES HOW: THIS IS ACCOMPLISHED BY: 1. PLANNING WEEKLY CURRICULUM ACTIVITIES 2. SHARING COMPONENT INFORMATION 3. SHARING PROGRAM INFORMATION 4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

EMPHASIS IS PLACED ON THE HOME AS A TEACHING ENVIRONMENT BY:

USE OF HOUSEHOLD OBJECTS AS EDUCATIONAL MATERIALS
DAILY ACTIVITIES AS TEACHING EXPERIENCES

The Structured Activities (the original Portage Model) has been validated by the Joint Dissemination and Review Panel. The two additional parts (Informal Activities and Parent Education Activities) have been formally added by the HSTC to better serve Head Start families. This three-part home visit has proven to be an effective early intervention program for handicapped and non-handicapped children.

As with any "model" it will be essential that your program adapt it to best serve the families you are working with. On paper the home visit may appear very formal and rigid, but once implemented it comes alive and offers parent, child, and home visitor the opportunity to work together and share many positive experiences.

The Home Start Training Center is not presently in operation; however, the Portage Project continues to provide technical assistance and training to home-based programs throughout the United States. Project staff is available to respond to your questions, concerns, and training needs.

Portage Project Outreach
Cooperative Educational Service Agency 5
626 E. Slifer Street
Portage, Wisconsin 53901

Phone Number: (608) 742-8811

A PARENT-FOCUSED HOME-BASED PROGRAM

Jordana D. Zeger

"Give a man a fish and he eats for a day; Teach a man to fish and he eats for a lifetime."
Author Unknown

A parent-focused home-based program is a successful home-based program! Frequently when home visitors are hired, they think they will be teaching children in a home setting and that is correct to an extent. But more importantly, home visitors will teach parents how to teach their child. Home visitors are adult educators.

This section addresses six topics essential to a home-based program:

1. Developing Parent-Focused Programming
2. Profiling the American Family
3. Working With Adults
4. Defining the Three-Part Home Visit
5. Motivating Parents
6. Examining Home Visitors' Attitudes

Home-based instruction is a complex program in which individuals work with the whole family. It places a responsibility on home visitors to gain skills not only in curriculum planning for children, but also in working with adults. The first topic you need to consider is parent-focused programming.

PART 1: DEVELOPING PARENT-FOCUSED PROGRAMMING

Parent-focused programs actively involve parents in the following areas:

a. Initiating and updating child assessment
b. Developing child programming
c. Determining child progress
d. Making program decisions
e. Evaluating program results

Each area is presented here with a rationale for its inclusion in a parent-focused home-based program and with suggestions for its implementation.

a. Initiating and updating child assessment

Parents often have information about a child which is not available to you during a weekly one-and-a-half hour home visit. Parents have more opportunities to observe their child's performance in interaction with other siblings and with adults, in recreational activities, and at problem solving tasks than you do as a home visitor. In addition, they have the advantage of observing these behaviors over time and in the child's natural environment.

Recent data indicates that parents are very accurate diagnosticians and evaluators of their child's performance, and a well-designed program of parent involvement should include the parent in the assessment of her/his child.

Actively involve parents during the initial screening and assessment process. Use instruments which are designed to elicit information from the parent in areas that you will not be able to observe: for example, in self-help skills, communication skills, and social behavior.

b. Developing child programming

Home visitors often comment that parents set unrealistic goals for their child. This is not surprising when parents have not been made a part of the screening and assessment process. Parents should be active in choosing goals and objectives for their child to work on. Here is a scenario often heard by home visitors.

"Ms. Joplin, what would you like to see your child Keith learn this year?" Ms. Joplin quickly replies, "To learn his numbers, to write his name, and to play better with his brothers." At this point, the home visitor thinks to her/himself. "Here we go again--Keith can't even hold a crayon, and she wants him to write his name! How can I even begin to break this to her?"

Well the truth is that Ms. Joplin picked some pretty good goals. Let's face it, those are things you, too, want the child to learn. As an educator, you probably have preconceived notions of what a child should learn. Your goals are established within that context. Don't get caught, however, in a self-fulfilling prophecy based on your own notions of success. Parents often choose skills that are appropriate for their child. When this happens, not only acknowledge that their idea is a great one, but be open to the possibility of actually teaching it.

By allowing the parent to be a part of the assessment and information gathering process, the parent and the home visitor can establish broad categories of concern for the program to focus on.

Parents should be active in determining goals; teachers develop methodology. The key is to provide parents with an adequate background and with enough participation in the assessment process to be successfully involved in determining the goals for their child's program.

c. Determining child progress

Parent-focused home-based programming structures its activities so that parents are continually assessing their child's progress and reporting this information to you. Parents should be active in documenting the child's progress during the week. This process occurs when a parent observes you taking baseline*, helps to determine if it is an appropriate goal to have for the week or helps to modify the goal, and then records the child's progress throughout the week.

d. Making program decisions

Involving parents in planning their child's program should lead to their involvement in program decision-making. Parents as consumers of services are most concerned that services be delivered in a way that will benefit their child.

Head Start policies have developed procedures for parent involvement and decision making. Not all parents will choose to be actively involved at this level. Nonetheless, you should have equal representation from parents on your boards and on your policy council. Draw up a written plan explaining how home visitors and administrators will systematically convey to parents that their input is needed.

e. Evaluating program results

While the major concern of parents is probably their own individual child and her/his progress, the Head Start program extends beyond that to the whole family. Parents generally underutilize resources that could be helpful to them. Involve parents in the overall evaluation of the program and its services. Let them know you are concerned with their input. At a minimum, an end-of-the-year questionnaire sent to all families would be one way of gathering such input. This information should then be used to help determine program changes. Parents are the major consumers of a home-based program and their evaluation of the program is invaluable.

---

* Assessing the child's ability to perform a skill, explained fully in Section 3, Implementing the Home Visit.

A commitment to a parent-focused home-based program is a commitment to the maximum growth and development of children and their families. Let's now take a look at the families we are working with.

PART 2: PROFILING THE AMERICAN FAMILY

The American family of the 1980's is dramatically different from its counterpart of ten, twenty or thirty years ago. The "Ozzie and Harriet" nuclear family in which two parents and several children live in a house that they own is simply not a reality for many American children. The notion that mothers remain at home while their children are growing up is also no longer a reality for the majority of children.

What does the American Family of the 1980's look like? Data available from the 1980 National Census paints a picture of a family in transition. Ten percent of the people in the U.S. speak a language other than English in their homes. There are 6.6 million one-parent families in the U.S.; in other words, 20 percent of all American families with children are headed by a single parent. In 90 percent of these cases that parent is a woman. Among Black families, the figure is even higher; 57% of families with children are headed by one parent. A large increase over the past year in the numbers of such families -- from 1970 to 1983 the figure rose by 72 percent -- has been one of the most remarkable aspects of recent changes in the composition of families.

Approximately 67 percent of the children born in America today will be raised for a part of their life by a single parent. In the past twenty years, the number of children born to unmarried mothers has tripled. In 1980, 17.1 percent of all births were to unmarried women, 15 percent of all births were to teenage mothers.

This large increase in single parent families is paralleled by an increase in the number of children being raised in poverty. For example, in Wisconsin 60 percent of the female-headed households with children under six years of age live at or below the poverty line. Approximately 70 percent of these mothers are single, separated, or divorced.

In 1979 the median income of single women with families was $8,540.00; less than half (48 percent) of the $17,640 median income of other American families. For every dollar spent on essential expenses by these families, two dollars are available to most families in this country. The poverty rate for children with single mothers is 50.3 percent.

Not only is there a significant increase in the poverty levels of such families, there is also a significant rise in child abuse and neglect. Estimates for child abuse in the Midwest during the 1970's generally indicated that 20 percent of all children were in abusive/neglectful living environments. Some authorities say this figure is low given the increase in unemployment during the early 1980's. The past ten years has also seen growing concern over the level of drug and alcohol abuse in this country. National estimates are that one in ten adults has trouble controlling the alcohol she or he consumes. National estimates also indicate an increase in the number of teenagers and preteenagers with drinking problems.

The program implications of serving single-parent families, experiencing an increase in incidents of child abuse and neglect, and living at or below the poverty level are significant in and of themselves. But how do these factors influence the ways in which home visitors serve such families? As more women enter the work force, how will your home-based program deal with the single working mother? As child abuse and neglect increase, how will your program address these issues? How will it prepare you to identify the symptoms of abuse and to formulate techniques for intervention? These are just a few of many questions to be considered. There are, of course, no right answers. But it is essential to develop a profile of the families your home-based program serves before attempting to determine how they can best be served.

No matter what the circumstances of the families you work with, you know one thing: you serve the whole family.

PART 3 - WORKING WITH ADULTS

One of the most misunderstood aspects of a home-based program is that home visitors teach only young children. While it is essential that you be a knowledgeable and competent instructor who can work effectively with children, your principle job is to work with a child's parent(s). One-and-one-half hours of contact per week with a child is not sufficient to produce any long-term results. But if you educate the parent in teaching and parenting techniques, you have an opportunity to guarantee positive, long-lasting effects for both the child and the family.

The concept of adult education is not new to Head Start nor to recent history, but dates back to ancient times. In the last few decades it has been reexamined and is now recognized as a growing concern in our society. Following World War II, studies were done to determine the characteristics of adult learners. These studies demonstrated that major learning continues throughout adulthood, and that the manner in which adults learn differs markedly from that of children.

Traditionally, in working with children, teachers have taken the responsibility for planning what to teach, how to teach, and when to teach. The emphasis has been on pedagogy, which implies a transmittal of knowledge from a teacher to a learner. Recently, however, this approach has proved ineffective when applied to adult learners. As a result, a new method -- androgogy-the art and science of teaching adults -- has been developed.

Androgogy shifts the emphasis from teaching a body of knowledge to learning HOW to learn. The learner decides what she/he wants to learn, how she/he will go about learning, and when she/he will learn. This is called self-directed learning and it requires that your role as an educator change from a transmitter of knowledge to one who facilitates, guides, and supports.

Some aspects of both adult and childhood learning are similar. A home visitor can, therefore, rely partly on her/his knowledge and training with children to make adult education meaningful and productive. There are, however, marked differences, and understanding of these is essential as you work to pass on important information and skills to parents.

Ways Adults Learn Best:

a. Adults learn best when they are comfortable. Working in the home helps the home visitor ensure this aspect of adult learning. Here are some other ways to create a comfortable learning environment for the parent:

1. Be sure that the child is occupied during the parent education activities. This allows the parent to attend fully to the discussion.

2. Let the parent choose where the discussion will take place. Don't assume that she/he is most comfortable in the same setting which you normally work with the child.

3. Encourage the parent to do those things that make her/him more comfortable. For example, a parent might be more at ease with a cup of coffee in hand.

4. Take time to build a trusting relationship with the parent, even though this might mean postponing sensitive issues until mutual trust has been established.

b. Adults learn best when they feel that their abilities are recognized. As home visitors, you share information with parents. Discuss this information in a way that permits the parent to contribute her/his views or knowledge. Don't assume a parent does not have information on a subject area just because you don't "see" any evidence of such. Ask the parent what they can share with you about specific topic areas. Keep an open mind. Most parents have a wealth of life experiences, and you will be more effective transmitting new information to the parent if you acknowledge and capitalize on the parent's strengths. This approach tells the parent that she/he is recognized as a valuable adult, and that the purpose of the activity is to share information, not just to instruct.

c. Adults learn better when their needs, questions, and concerns are attended to. As adults, we are mainly concerned with our immediate needs. You can individualize for each parent by tying the information presented to a direct concern of hers/his. For example, if a parent is worried about budgeting and your topic that week is nutrition, be sure to share some low-cost, nutritious recipes; a pamphlet on gardening; or cost-saving shopping tips. You might suggest that the parent start a coupon exchange or take a community-sponsored class in budget planning, or you might leave her/him a newspaper or magazine article on budgeting. By incorporating her/his concerns into the topic you are sharing, you encourage the parent to "hear" what you have to say.

Allow parents to ask questions and share their own ideas on the information you present. Remember, adult concerns must be attended to but don't necessarily have to be solved during this information exchange. Don't be too quick to answer a question. Listen first, not only to the question, but also to the meaning behind it. Ask yourself, "Does this person want an answer or are they bringing a subject up for discussion?"

Parents often have the knowledge to answer their own questions, so don't jump in too soon. Rather, help parents find answers themselves. One way of doing this is to ask a question back such as, "What do you think the alternatives are?" or "How would you like to see it solved?"

d. Adults learn best when they trust and have confidence in their instructor. Develop trust by knowing your limits and being honest. Don't try to convince the parent that you are an expert on all subjects or are able to answer any question asked. When you are unable to adequately address a concern that a parent may have, tell them you don't know, but will find out. Then look further into the matter. The parent will come to see you and trust you as a partner rather than as an expert in all areas.

e. Adults learn best when they are active participants. Actively involve parents in the learning process by finding ways to draw them into discussions. Be creative and use a variety of teaching methods. Try worksheets, role playing, simulation exercises, games, etc. Get them involved! Make the sharing of information fun and interesting. Encourage parents to share their knowledge on the subject, asking, "How would you be interested in learning more about __________?" Provide two or three ideas for approaching a subject until parents feel comfortable determining how they learn best or how they want to be involved.

f. Adults learn best when they can discover a new concept for themselves. The purpose of parent-education activities is to broaden the parent's knowledge base through sharing, so avoid being overly "instructive." Learning is an internal process and new knowledge is gained when we discover how it fits into our own lives. Allow parents to develop at their own rate by providing an appropriate setting in which to explore new information.

g. Adults learn best when all of their senses are activated. All of us tire quickly of lectures and incessant talking on the part of one person. Be aware of how your parents learn best. Don't assume that just because you would rather acquire new information by reading, that your parents would too. Support activities with real objects: for example, prepare a nutritious snack, rather than just talking about how good it is. Provide written material on discussion topics. Allow parents to receive information in a variety of ways and appeal to all their senses.

h. Finally, adults learn best with people they admire and with those who show them respect. You are a privileged guest in the homes in which you work, and you must not forget this nor abuse your welcome. Each parent has a lesson of her/his own to teach you. Respect parents, not as they compare to others, but for the uniqueness of who they are and for their own special life experiences. No matter how different, accept them first as human beings.

Each part of the home visit has been designed to provide valuable learning experiences and new knowledge for both the parent and the child. In the following sections you will see how the child benefits from each part of the home visit and how to plan and implement all three parts. Now you will look at how, through a parent-focused approach, the parents benefit.

PART 4: DEFINING THE THREE-PART HOME VISIT

The home visit is divided into three parts: structured activities, informal activities, and parent education activities.

a. Structured Activities

As the child learns two or three new skills each week, the parent has the opportunity to learn many new and valuable teaching and parenting skills.

Parents, first and foremost, learn to become teachers of their child. You will teach this skill through a systematic approach in a structured setting. Skills learned during the structured activities will later be applied generally in other less structured settings. Initially, however, it is easier for adults to learn and practice specific skills in an isolated setting in which feedback is immediately given, than to "catch on" while simply observing you work with their child. Two valuable skills that the parent will learn during structured activities are:

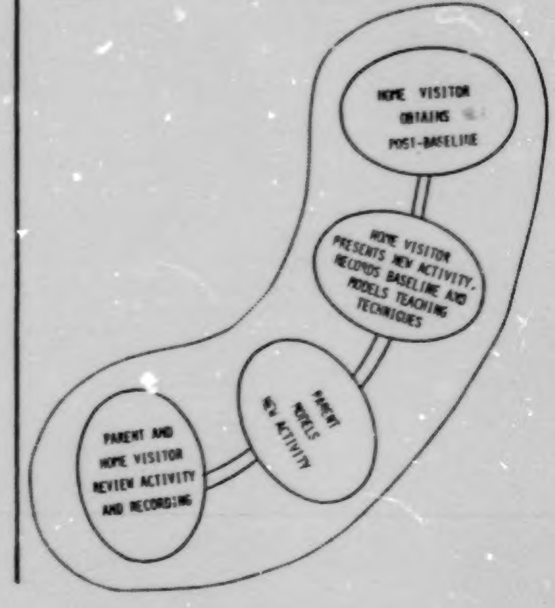
- the use of positive correction procedures
- the technique of reinforcing the child specifically

STRUCTURED ACTIVITIES
25-35 MINUTES

WHO: PARENT, HOME VISITOR, CHILD

WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS.

HOW: THE HOME TEACHING PROCESS


HOME VISITOR OBTAINS POST-BASELINE
HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES
PARENT MODELS NEW ACTIVITY
PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING

This twofold learning process is accomplished by:

1) writing activity charts

2) the home teaching process

The first part of this process involves the activity charts which you will leave in the home for the parent each week. These charts clearly outline how the parent will present an activity. They include how to correct the child when an incorrect response is given (positive correction procedure) and how to reinforce the child when she/he responds appropriately. (Review skill development section D - Activity Charts.)

The second part is the Home Teaching Process during which you model correction procedures and reinforcement techniques for the parent, and the parent then models them for you. Immediate feedback should be provided to the parent at the beginning of every home visit when you present the new activities for the upcoming week. It is not helpful just to say, "Teach Martha her address" or "Work with Nathan on his colors." As a skilled teacher you know how to teach the skill and how to plan appropriate activities, but parents often do not, and this can be frustrating and can lead to situations that create negative parenting responses and jeopardize the child/parent relationship. A parent-focused program does more that just tell a parent what to teach her/his child; it provides instruction, modeling, and immediate feedback.

In addition to parents learning about correction procedures and how to reinforce their child, structured activities give parents the opportunity to learn about different teaching methods such as backward chaining and shaping behaviors. It also teaches them to target appropriate skills, set realistic goals, prepare materials and activities, and to record.

Both parent and child gain confidence and build self-esteem through the weekly successes built into structured activities. Implementing positive correction procedures enhances daily interactions and spills over into other activities throughout the day. Skills parents learn as a result of structured activities are generalized to other situations and to other children in the home, as well.

In summary, structured activities provide parents and children with a secure learning environment. These activities offer a structure in which to practice new skills and to receive feedback. There are no surprises or unexpected events, other than the normal ones that occur between parent and child. Through observing, modeling, and receiving feedback from you, parents can focus on what they are learning.

b. Informal Activities

During informal activities parents see that learning can take place during activities which do not necessarily produce an end product. They learn, too, that process is as important and as valuable as an end result. For example, an activity such as a nature walk might be used to name colors and shapes, learn about the structure of leaves, become aware of the differences in plants, or point out tall, short, big, and little. Perhaps parents and child return from the walk with some twigs and leaves to paste together to make a collage.

Many skills can be taught in such an activity, without one specific goal in mind. Parents learn that daily experiences provide learning opportunities. Skills learned during the structured activities can be generalized and maintained as parent and child go about their daily routines, driving to the hardware store, grocery shopping, or folding laundry.

Informal activities teach parents that household routines and materials are valuable learning tools. Parents learn that rocks can be used for counting; silverware, for sorting; setting the table, for one to one correspondence. Homes have a wealth of such items; purchasing expensive equipment is not the only way to introduce a child to new skills.

INFORMAL ACTIVITIES
30-35 MINUTES

WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR

WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH -

- MAINTENANCE
- GENERALIZATION
- READINESS
- EXPOSURE

HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.

Informal activities also allow parents to acknowledge their child's creativity and problem-solving abilities. They teach parents to create experiences for the child for the pure joy of it. These activities enhance a parent/child relationship and, like structured activities, build self-esteem for both.

You can assist parents in developing informal activities for their child in a number of ways. Encourage parents to have fun with their child. Provide games and activities which allow parents to see how you encourage the child to explore her/his creativity and imagination. Plan activities and materials with which the parent can initiate informal activities. At first you might provide a simple activity like formulating story beginnings. These story beginnings should be open-ended and should stimulate the child to use her/his imagination: "You are about to take off on a spaceship. Tell me what your trip will be like, where you will go ..." or "You have joined the circus. Tell me all about your travels, the friends you have met...." These activities also lend themselves well to including other members of the family.

Encourage parents to think of ways to use music, dramatic play, noncompetitive games, and creative movement. Suggest that they stand back and observe their child as she/he interacts with other siblings or with different materials. Such observation teaches parents to see their child as a unique individual. It helps them determine their child's learning styles, preferences, frustration level, problem-solving abilities, and other individual characteristics. Use informal activities to teach parents how much fun learning can be!

c. Parent Educational Activities

Parent education activities offer parents the opportunity to learn new teaching and parenting skills and to expand their knowledge base in the component areas. During curriculum planning, parents learn to identify realistic goals for their child, plan appropriate activities in teaching the skills that will lead to the attainment of these goals, and develop suitable materials. This participation increases the parents' understanding of child development and child management skills.

As a home visitor, you encourage parent participation in curriculum planning with the use of a developmental checklist. Give the parent a copy of the checklist. Each week when you plan the upcoming week's activities with the parent, allow the parent to assume as much responsibility for the curriculum as she/he is ready and willing to take on. Always be sure to involve her/him in the planning, no matter how insignificant the task might seem. Remember, you are aiming toward a goal of each parent independently planning a curriculum for her/his child. Not every parent will reach the goal, but each skill she/he learns toward that end increases her/his parenting and teaching skills.

If parents choose unrealistic goals for their child, then use the checklist to explain to them where their child is now in comparison to the goal they have chosen. Point out and talk about all the skills which come between where the child is and the parents' goal. In addition, be sure to provide parents with a clear rationale for each activity selected. This is essential in order for them to understand and carry out the activities chosen. Incorporate parent suggestions by involving the parent in choosing skills for both the structured activities and the informal ones. Allow parents to determine, with the help of a social service questionnaire or interest survey, which subjects will be covered during parent education activities, and how.

If a parent is interested in learning more about community resources, you and the parent should determine exactly what it is they need to know. Don't assume they need a grand tour of all agencies available in their community, when all they may want and need is a social service directory. Some parents, on the other hand, might require a lot of information about what resources are available and also might need instructions and support for learning to "use" them.

As for component information, parents will be assisted in gaining general knowledge in areas such as health, nutrition, social services, parent involvement, child management and safety. This new knowledge benefits the whole family. Let each parent be the guide in directing your input, since some parents will want more information on a particular area than others.

PARENT EDUCATION ACTIVITIES
20-30 MINUTES

WHO: PARENT, HOME VISITOR

WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES

HOW: THIS IS ACCOMPLISHED BY:

1. PLANNING WEEKLY CURRICULUM ACTIVITIES
2. SHARING COMPONENT INFORMATION
3. SHARING PROGRAM INFORMATION
4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

Consider using prepackaged parenting curricula to guide you in the areas of child management. You might rely on the Portage Parent Readings and accompanying filmstrips, the STEP program, or other well-known parenting and child-management programs. Having a "written expert" between you and the parent helps both of you discuss difficult subject areas. Prepackaged materials permit you and the parent to explore relevant areas in depth. When sharing component information include articles, newspaper clippings, and success stories of other parents. Supplement verbal information with written materials, as these can be shared with other family members or referred to at a later date. Identify a parent's strong areas, such as organization or budgeting, which might benefit other parents. Even though the area might be your strength, let one parent teach it to another parent. This method means less work for you, increased self-esteem for the parent who is teaching, and new companionship for the parent who is learning.

If a parent doesn't have extensive knowledge on a subject or is too shy or self-conscious to share her/his expertise, try a team-teaching approach. This can be done during a home visit or a parent meeting; you might even consider teaming two parents together.

As you share program information, parents should learn about opportunities for involvement. Tell them about upcoming events and describe specific ways in which they might participate. Through their involvement, no matter what the level, they learn they are important to their child, to the program, and to the community.

Make your greatest effort at involving parents at the very beginning! If a parent is shy, suggest ways to include them without asking them to work immediately with others. Perhaps they might organize an event, such as a field trip. Connect active parents with less active parents. Don't just share program information about upcoming events; encourage each parent to participate in ways she/he would feel most comfortable.

The last component of parent activities is the **Family Action Plan**. How to use the FAP is described in the Handout Section.

Parents develop survival skills and, through the Family Action Plan, learn to set realistic goals and to determine how to meet those goals. They learn to identify and use community resources. Using the FAP helps parents feel less overwhelmed by life crises. They discover that breaking down their needs into realistic goals and planning steps to meet their needs and the needs of their family will lead to successful and useful life skills.

As the FAP helps parents see which needs are within their control and which are not, parents learn to take more responsibility for themselves and to become more independent. They build confidence as they achieve realistic goals they have set for themselves.

It is important that you do not get caught up in the emotional dynamics of a family. You can be of no help that way. This is not to say you should be cold and callous. As a support, you must be able to empathize with and acknowledge parents' feelings, even though these might not be your own. You must always keep in mind, however, that you will not be there in the long run. Ask yourself, "Am I teaching families skills with which they can better themselves or am I trying to put a bandaid on a sore spot?" There are, of course, some situations in which you will be forced to act immediately and should not hesitate to do so.

Ideally parents learn a great many skills through the home visit; skills that will last their lifetime. So be a resource to parents. Connect them to and help them become a part of their community. Sometimes, this can be the hardest part of your job, but your greatest success comes not in rescuing people but in watching them learn to "not need you" anymore.

PART 5: MOTIVATING PARENTS

How do you get parents to do what you want them to do? How do you get parents to take more responsibility in planning and carrying out activities? How do you get parents to implement good child management practices? How do you get parents to follow through on suggestions which will better the quality of their's and their child's life?

One key factor is motivation. "Easier said than done," you reply. Well, yes, but here are eight points to consider when attempting to motivate parents.

a. Give clear directions.

b. Establish realistic goals.

c. Stress reality versus ideal.

d. Offer support and encouragement.

e. Encourage self-directed learning.

f. Reinforce strengths and self-esteem.

g. Provide reinforcement.

h. Make work fun.

a. Give clear directions:

Has anyone ever asked if you understood an explanation and you answered "yes," even though you didn't? Maybe you would have understood after a few more sentences or, perhaps realized you were daydreaming and had not even heard what was said.

You need to be sure parents "hear" what you say to them. Asking a parent to model for you how an activity will be presented during the week gives you and the parent the confidence that there is a clear understanding of what is to be done and how.

Sometimes a parent does not follow through on an activity, not because she/he does not want to but simply because she/he does not understand.

Explain a task to a parent as if you were explaining it to a visitor from a foreign land. This is not meant to be demeaning, and you should not talk down to parents. As a home visitor you might talk about a subject or explain how to do an activity three or four times in the same day and twelve times by the end of the week. For each parent, however, it is the first time she/he hears it. So share information with parents as if you are sharing it for the first time. Make sure you pair educational jargon with an explanation of the terms. For example, you might say to a parent, "When you present gross motor activities [jargon] such as kicking and throwing a ball [explanation], be sure you allow the child enough room for the activity." When using interpretive terms such as "enough room," follow through with examples. Say, "Your play room and garage would be good areas to practice these skills in if the weather is too bad to be outside."

Sometimes explaining something in detail might seem insulting, but it is not. In this way you will provide the parent with the information necessary for them to carry out the activity successfully. If a parent does not follow through on an activity, ask yourself, "How could I have described the task more clearly?" and "How did I know if the parent really understood my directions?"

Try this exercise. Allow yourself only sixty seconds. Your task will be to count all the f's in the paragraph below. Remember, only sixty seconds!

The necessity of training farmhands for first-class farms in the fatherly handling of farm livestock is foremost in the minds of farm owners. Since the forefathers of the farm owners trained the farmhands for first-class farms in the fatherly handling of farm livestock, the farm owners feel they should carry on with the family tradition of training farmhands of first-class farms in the fatherly handling of farm livestock because they believe it is the basis of good fundamental farm management.

How many did you count?

There are 36 f's. The instructions were simple -- count the f's. Were you able to successfully complete the task? If you were told that in the word "of" the "f" sounds like "v" and you will be likely not to count it, would that have improved your score? Was it your motivation or the instructions that resulted in an incomplete task? Remember, this confusion can also be true for parents. So be aware of potential pitfalls and communicate them clearly.

b. Establish realistic goals

It is important to assess situations carefully and to choose realistic goals for parents. It is also important that parents choose goals for themselves, but not to the exclusion of goals you may have for them. Share these goals with the parent. Explain why you think she/he can achieve them and your rationale for why the goals are important. Here is how one home visitor explained her goals for the month of January:

"Ms. May, we have been discussing what you would like to see your child achieve this year and some things you would like to learn and get involved in too. I also have some goals I would like to share with you. I would like to see you get more involved in parent meetings and learn to plan language activities for your child. I think you have a lot to offer other parents, such as your sewing and gardening skills. You are enthusiastic and always willing to volunteer at clusters. Becoming more involved in parent meetings will give you a chance to meet other parents and share your talents. You have expressed concern about your child's language skills, so I think it is important that you learn to plan language activities to do when I am no longer here. We can work on both these goals during this month. Let's look at what they might involve...."

All parents can be successful, as long as their success is not compared to another's. One parent's success could make another's appear quite grand or make it seem insignificant. Each parent is an individual; success is achieving a goal set by an individual for her/himself. The following factors should be considered when choosing realistic goals for parents:

1. What skills and abilities do they have?
2. Are they willing to grow and learn in this area at this time in their life?
3. Is their self-image high or low?
4. What internal strengths do they possess?
5. What external support can they get?

6. Will their attitude help or hinder their success?

7. What is the level of their available time and energy?

8. What past life experiences will help/hinder their learning?

9. Do they see this goal as beneficial to them?

10. Can goals be broken down so success occurs frequently?

Share your goal openly with the parent. Tell her/him that you see it as important and explain the steps in achieving the goal. Remember, if parents do not see it as beneficial or valuable, they will not work toward meeting that goal. Be sure to explain why it is important for them and what they will gain.

When helping parents choose goals for themselves, use the same technique so they, too, can choose realistic goals. It is better to aim too high than too low. Don't be afraid to have high expectations, as long as you have carefully considered each factor in choosing a goal and feel it is realistic for the parent to achieve. Remember, it is not just reaching a particular goal that measures success, but also the learning that occurs along the way. Be careful not to choose goals for parents which reflect any moral judgement on your part.

Remember, goals must be program related; for example, designed to educate in the areas of health, community resources, etc.

c. Stress reality versus ideal

Don't get caught between book knowledge and the reality in which you work. You will have learned theories and techniques that are not applicable to all the families you work with without some adaptation. First look at how a family functions before attempting to apply book knowledge. You will need to step back to observe how their structure works. This is not always easy to determine.

Do not assume that all people think, act, feel, and interact with the world as you do. Listen not only to what people say but how they say it. What if parents laugh at a situation you find quite serious? Does it mean they have no regard for the seriousness of the situation or that they perhaps see it differently? Do they know something about the situation that, if you knew, would make it funny to you, too. Do they feel the same way on the inside, but express their emotions differently on the outside? Take time with each family to observe how they see the reality of their own lives.

People process information in different ways. We tend to teach in the ways we learn best. What style of teaching do you presently use? Do you use a lot of lecture and information sharing? A lot of experiential learning methods? Are you a "thinker" or a "feeler"? If you find yourself having difficulty in helping a parent learn new information, do a self-check. Ask yourself: "Am I teaching in a way that best suits the parent's learning style?" Make sure your book knowledge does not become more of a focus than the particular situation of the family. You must consider possible adaptations of the ideal situation.

d. Offer support and encouragement

Two big factors in motivating others are support and encouragement. At times it might seem easier to use warnings or give a lecture, but remember, fear does not motivate. As a home visitor working with adults, you must provide support and continual encouragement to parents. Your encouragement must be sincere. You must be willing to believe that this is how people grow. Through support and encouragement you will enhance your relationship with parents. Through support and encouragement, parents begin to build higher self-esteem and confidence. And through support and encouragement, they will try new things, have the confidence to experience failure without setbacks, to explore new areas of interest and to in turn give support and encouragement to their own child.

e. Encourage self-directed learning

Adults are more motivated to learn when they perceive education as meeting a need or a personal goal. It is your job as a home visitor to help the parent see situations as just that. Parents need to feel a sense of control in order to grow. They need to determine the direction of their growth and to plan how to achieve it. At this point, your role is to provide the necessary information and resources for the parent to make her/his choices. You cannot force parents to feed their child three hot, nutritious meals each day. You cannot force them to stop serving sugar coated cereals or soda pop and cookies as a snack. You can, however, provide information and encourage discussion on good nutrition.

It is necessary to first understand why parents might not perceive something as a personal goal or need before you try to motivate them to change. Is it more convenient for a parent to serve cereal when getting herself ready for work and her four children ready for school and the sitter? Is the conflict one may encounter in getting the child to eat an egg for breakfast worth it to the parent (especially in the morning)? If you perceive the parent's need to get everyone ready on time or to start the day without hassle, then it is easier to understand why all the lecturing in the world won't motivate her to practice good nutrition. The fact is, she might already know a lot about good nutrition.

Remember, it is the parents' lives and ultimately, they must make the final decisions. You can only create an environment conducive to learning. You must explore new ways to present subjects and create new opportunities for parents to experience success. Sometimes you must resolve to let subjects rest for the time being. Remember, if the front door doesn't open, try the back. But keep trying!

f. Reinforce strengths and self-esteem.

Emphasize the positive abilities of each parent. Dwelling on weakness is a waste of time and can destroy your relationship with the parent. Each parent has her/his own strengths. Take a moment to do the following activity.

Make three columns on a sheet of paper and write in the following headings:
1. Parents' Name
2. Strengths
3. Activities

In the first column write the name of the parents you are presently working with. Next list each parent's strengths. Some parents' abilities will be easy to list and there may be many of them. Others' might take some thought. It is important to get at least two or three for each parent. After you have listed their strengths, use the third column to brainstorm ways that you can build on these strengths.

Writing down the activities does not commit you to doing them, so record as many as you can think of. This is a great activity to do with other staff members or as part of a staff meeting. Now review your list and choose activities to be implemented.

The more you focus on strengths, the more positive your own attitude will be. Focusing on strengths does not mean ignoring the weaknesses. These must also be dealt with, but a solid foundation between you and the parent must be established first. No matter how many weaknesses you see, it is not your job to try and change them all. People change slowly and it is often hard for a person to commit to change.

g. Provide reinforcement

Reinforcement is a powerful motivator, even for adults. When you want to see certain behaviors in parents continue, you have to reinforce them. Don't assume that if a parent completed an activity chart or made a game you left the week before, that those behaviors will be repeated. In the parent-focused approach, the parent is the child's main reinforcing agent; you are the main reinforcing agent to the parent.

Verbal reinforcement is the most commonly used reinforcement -- certainly the most readily available! Be sincere when you give verbal reinforcement. Rather than saying just, "I think you're great," let the parent know exactly what you are reinforcing them for. Be specific - "Starting your seedlings in milk cartons was creative and economical. I think that is a good idea. I'll certainly share it with staff and other parents!"

Reinforce parents in other ways too. Try some of these suggestions:

1. Acknowledge parents in a newsletter.
2. Send a postcard or personalized note to the parent telling them what a great job they are doing.
3. Make a phone call during the week to let them know you are thinking of them and ask if there are any questions or concerns.
4. Provide credit for volunteer hours to be used as "dollars" at an end-of-the-year auction.
5. Have a salute-to-parents picnic.

Here is an anecdote that has been shared at the Portage Project a long time. This idea came about after months of unsuccessful attempts to get the parent to complete the activity charts each week. The frustrated home visitor decided to capitalize on a strong parent interest and began giving her metal stud every week she successfully completed the activity charts. The parent collected the studs until she had enough to make her initials on the back of her leather motorcycle jacket. You can be creative too! Sometimes just your company will be motivation enough for an isolated parent to follow through on activities. But don't count on it! Have at your disposal a variety of reinforcement ideas.

Remember, don't reinforce for general behavior, tell the parents exactly what they are doing that you like. A homemade card or special treat can often say a lot more than a store-bought gift. Believe your parents are each special in their own way. Let them know it, then watch them grow!

k. Make work fun

Being an adult is just like being a kid, but you get to use real money! Make activities interesting and fun for both the parent and the child. Ask yourself, "Would I (as a parent or a child) be willing to do this activity everyday for a whole week?" Activities should enhance the parent/child relationship, be enjoyable, and offer opportunities for other family members to beome involved. Plan activities around the parent's interests. If a parent loves to cook with her/his child, then plan teaching skills during these times. If the parent is particularly good at something such as sewing or carpentry, have them make some materials and games. Learning should be fun - make sure your activities for both the parent and child are just that!

PART 6: EXAMINING HOME VISITORS' ATTITUDES

A very significant factor in home visiting seems to be the home visitor's own personality. It is what you are that gets through to children and parents, more than what you try to teach. To be a successful home visitor, you must be willing to develop certain aspects of your personality and to maintain certain attitudes.

The following traits seem particularly conducive to becoming a successful home visitor:

a. Be patient.

Each individual must learn things for her/himself--often the slow or hard way. Allow parents considerable time for learning new skills. Everyone learns from her/his mistakes and unlearning some things takes a long time. People change slowly, and you need to accept that you might never see the seeds you plant bloom.

b. Keep emotionally fit.

According to Honore De Balzac, "Nothing is a greater impediment to being on good terms with others than being ill at ease with yourself." Enough said!

c. Keep a sense of humor.

The amount of laughter heard during a home visit is a good barometer of the relationship you have with each child and parent. Don't take things too seriously or exaggerate their significance. Humor is a precious gift, and can be an effective way of relieving tensions and conflict. It is incompatible with negative feelings. In using humor, however, remember that your goal is to make someone laugh with you at a situation. Never ridicule or dismiss a problem and never use sarcasm or mockery.

d. Enjoy working with parents.

Some home visitors may learn that this work is not their cup of tea. Those who like working with parents, however, soon discover the inherent problems but know it's a job they want to continue doing anyway. It can be exciting work that challenges the home visitor physically, emotionally, and intellectually.

e. Be accepting.

What is, is. You can't change people. You can only help others to change themselves by appealing to their emotions, drives, ideals, and intellect. You do this by your actions. Your responsibility is to do the best job you are capable of, by carefully planning your programs, always taking the time to see things from the parent's point of view and continually encouraging and supporting the efforts parents make.

f. Be nonjudgemental.

As a home visitor, you must be open to how others perceive and function in the world. Withhold judgement, even when an action might go against your personal beliefs. Make every attempt to understand the behavior of parents in order to work with them successfully.

Two additional areas to consider as a home visitor are: 1) your ability to deal with stress, and 2) your ability to communicate. As a home visitor you need to learn to identify and manage your stress. Kicking Your Stress Habits: A do-it-yourself guide for coping with stress by Donald A. Tubesing, Ph.D. provides a wealth of information for developing stress management skills. You are responsible for learning effective ways of handling stress. Research backs the negative effects of too much stress in our lives. Through practicing stress management techniques you can prevent these ill effects. Practicing these techniques daily will result in having a positive and calming effect on others. Develop your own personal plan for managing the stress in your life.

You need to also learn to communicate effectively. Communication skills are an essential element in working with parents. There are many books and classes on the subject. It is a skill you should take seriously and continually improve upon.

In Al Mehrabiam's book Non-Verbal Communication, he states that 93 percent of communication is non-verbal, 55 percent is body positions and postures, and 38 percent is tone of voice. Only the remaining 7 percent is verbal. Be aware of what you are non-verbally saying to parents. Arrange to be video-taped during a home visit. This is an effective way to assess your communication style.

A final word about a parent-focused approach to home visiting: Home-based programs often claim that "the parent is the best teacher of her/his child." Put that theory into action. Make a commitment to plan and implement a parent-focused home-based program. Your actions and words show that parents are the best teachers of their child. Happy Home Visiting!

PLANNING THE HOME VISIT

Julia Herwig and Deborah C. Cochran

The next two sections, Planning the Home Visit and the Implementing the Home Visit, will give you a step-by-step procedure for planning and implementing a home visit.

The home is the classroom in a home-based program. You may ask: How can I do everything in 90 minutes that is done in four days of classroom activity? The obvious answer is that you can't. The home-based program is successful because you teach parents to teach their children. The parents then provide the child continuous learning experiences, for every parent/child interaction is a potential learning experience.

The activities planned for each home visit are individualized to meet the child's needs and are planned and presented in a manner which encourages the parents to participate to their fullest abilities. Activities are planned for each home visit to meet the following goals:

* Teach the child new skills.
* Teach parents to plan activities for their child and to teach their child using positive correction procedures.
* Make the home a learning environment by teaching parents to create learning experiences for their child during routine activities.
* Provide experiences for parents and children in all Head Start component areas.

Good planning is essential to meet the goals for the home visit. Since the needs of parents and children differ, the activities and materials used during each of your home visits will also differ. You cannot expect to accomplish individualized goals for a child by presenting the same activity with every child. You must look at the individual needs of parents and children in order to plan activities which will meet these needs. In addition to meeting these individual needs, there will be some general information in component areas which will be presented to all families. Involve the parent in planning as much of the home visit as possible, thus they will feel more "ownership" of the program and be more willing to carry out the activities and have the opportunity to develop effective teaching techniques.

The home visitor will organize and plan each visit to include three types of activities: **structured, informal,** and **parent education.** Each type of activity is planned to accomplish specific purposes. It is important to note that each type of activity is equally important to the total home visit. The parent is actively involved during the complete visit; all component areas are incorporated into all three activities. The purpose for each type of activity is listed below.

The remainder of this section will discuss each type of activity and suggest ideas for planning. You will find that planning is one secret to the success of home visits. Goals for children and families will be accomplished because you have planned activities in all component areas to meet these specific goals.

STRUCTURED ACTIVITIES

Child learns specific skills

Parents learn effective teaching techniques

INFORMAL ACTIVITIES

Child explores his/her creativity

Child takes the lead in activities

Child reviews skills

Child uses new skills in different situations with different materials

Parent learns how daily routines can be learning experiences

PARENT EDUCATION ACTIVITIES

Parent learns to plan activities for the child

Component information is presented

Program information is shared

Parents learn to meet their expressed needs

Part 1
PLANNING STRUCTURED ACTIVITIES

There are two purposes for structured activities:

1. Child learns specific skills.

2. Parent learns effective teaching techniques.

The first step toward teaching is planning appropriate activities to teach. When is an activity appropriate? Children need to learn skills which they can use or skills which are functional. For example, would it be appropriate to teach a child to put on mittens if he or she lives in Florida? Does a child need to name 30 different colors? Also, be sure the activity is something the child to ready to learn. Use the information gathered from the screening and assessment results, informal observation and input from the parent to guide you in planning appropriate activities for the child.

The process for planning structured activities is a four step procedure that enables the home visitor to use the screening and assessment information to plan weekly activities. This process ensures that the activities will be individualized because you are planning activities for one child based on his or her strengths and needs. This process also enables you to plan activities which the child will learn during a one week period. Weekly accomplishments are important for children and parents. Often a parent has spent a great deal of time unsuccessfully teaching a child a skill. This is very frustrating. You must carefully plan activities which are appropriate and provide the child the correct amount of aid to accomplish the skill during one week. The following four steps will help you plan activities for the child which he or she will learn during the week.

Step 1: Complete or update the child's developmental checklist.

The checklist is an important tool in planning activities. It provides a listing of important skills the child can do, those he or she cannot do, and those he or she is beginning to learn. To be useful, the checklist must be completed correctly. Record as "accomplished" only those items the child can do. If there is a question, do not assume the child can do the task. This will lead to problems when teaching more difficult skills. **Skill Development Section A - Completing a Developmental Checklist** gives directions for completing a developmental checklist. **Figure 1** is a sample page of the motor area from a checklist. Weekly, as the child accomplishes items in the checklist, it should be updated to indicate the child has learned the item.

motor

Age Level	Card	Behavior	Entry Behavior	Date Achieved	Comments
	82	Snips with scissors	✓	/ /	
	83	Jumps from height of 8 inches	✓	/ /	
	84	Kicks large ball when rolled to him	✓	/ /	
	85	Walks on tiptoe	✓	/ /	
	86	Runs 10 steps with coordinated, alternating arm movement	✓	/ /	
	87	Pedals tricycle five feet	✓	/ /	
	88	Swings on swing when started in motion	✓	/ /	
	89	Climbs up and slides down 4-6 foot slide	✓	/ /	
	90	Somersaults forward	✓	/ /	
	91	Walks up stairs, alternating feet	X	/ /	
	92	Marches	X	/ /	
	93	Catches ball with two hands	X	/ /	
	94	Traces templates	✓	/ /	
	95	Cuts along 8" straight line within ¼" of line	X	/ /	
4-5	96	Stands on one foot without aid 4-8 seconds	X	/ /	
	97	Runs changing direction	X	/ /	
	98	Walks balance beam	✓	/ /	
	99	Jumps forward 10 times without falling	✓	/ /	
	100	Jumps over string 2 inches off the floor	✓	/ /	
	101	Jumps backward six times	X	/ /	
	102	Bounces and catches large ball	X	/ /	
	103	Makes clay shapes put together with 2 to 3 parts	✓	/ /	
	104	Cuts along curved line	X	/ /	
	105	Screws together threaded object	✓	/ /	
	106	Walks downstairs alternating feet	X	/ /	
	107	Pedals tricycle, turning corners	X	/ /	
	108	Hops on one foot 5 successive times	X	/ /	

✓ = can do
X = cannot do

PortageGuide

© 1976 Cooperative Educational Service Agency 12

Figure 1

Step 2: Determine what to teach.

Use the developmental checklist to select items to teach. The strengths and needs of the child determine the developmental or component area of the items selected. Each week you will plan three structured activities for each child. Monthly, the child should have activities in all developmental and component areas. In areas of greatest need, weekly activities are planned; rotate activities in other developmental and component areas. For example, a child whose greatest needs are in language would have weekly language activities. During the first home visits, work on skills that will result in positive experiences for the parent and child by selecting items from areas of strength. Once parents and child have experienced success and are feeling good about the program, introduce activities in weak areas. The chart below shows how each developmental and component area was included during two months of home visits for this child.

AREA	HOME VISIT							
	1	2	3	4	5	6	7	8
Language			X	X	X	X	X	X
Socialization		X		X			X	X
Self-help			X			X	X	
Cognition			X		X			X
Motor	X			X		X		
Health	X			X		X		
Nutrition		X			X		X	
Safety			X		X			X

Remember, when selecting items to teach consider the following:

- Is the child ready to learn the skill? If you are selecting an item from the checklist, can the child do all the related items which precede the one you selected?

- Are you planning weekly activities in areas of weakness? Are structured activities in all developmental and component areas presented at least monthly?

- Involve the parent by providing rationale for the item selected; explain its function.

Step 3: Plan weekly instructional objectives from the item selected.

The items selected to teach will be written as complete behavioral objectives. This is a statement of what the child will be able to do after the instruction period. Behavioral Objectives are discussed in Skill Development Section B. Items selected from the checklist will not necessarily be learned in one week. An item or skill might need to be broken into small steps. This will ensure the child and parent weekly success. Planning small learning steps is particularly important for the success of each child and parent. Some children may require special materials or aid in learning new skills. The process of breaking skills into a sequence of teaching steps is called TASK ANALYSIS. See Skill Development Section C - Task Analysis for further explanation. After the task analysis has been completed, select one step which the child will learn during the next week. This step becomes the instructional objective. Three instructional objectives will be chosen each week using this process. Use the format suggested in Step 2 to determine which developmental or component areas will be covered each week.

Step 4: Complete a written plan.

Up to this point in the planning process you have 1) completed or updated a developmental checklist, 2) selected an item from the checklist to teach, 3) broken the objective into a sequence of steps (task analysis) and selected one step for the child to learn next week (instructional objective).

This process will be followed for each of the three objectives you plan to teach. The final step in the process is writing activity charts. This activity chart serves as:

- A guide for the home visitor in presenting activities during the home visit.

- A guide for parents in carrying out daily activities.

The activity chart also allows the parent and home visitor to record the child's responses on each activity. The recording shows if the child is making progress.

Be creative in planning your activities. Learning should be enjoyable for parents and children. Think of several ways each objective could be taught. Consider factors which may affect the child's learning style such as:

- What TIME OF DAY is best for the child?
- How long is the child's ATTENTION SPAN?
- What MATERIALS or toys hold the child's attention?
- WHERE does the child work best?
- What INTERFERES with the child's learning?
- What is REINFORCING for the child?

The following examples illustrate several different activities to teach each instructional objective.

OBJECTIVE: John will cut out a square with four 90 degree angles on request 4/4 times daily.

ACTIVITIES

- Make a zoo. Each square will be a cage. After you cut out the square, draw or place an animal sticker on the square and make bars. Choose a place to hang your zoo; for example, on the refrigerator or on a bulletin board.
- Make a book about your favorite things to do. Each day cut out and make four pages. You will have a story to tell your family each night and your home visitor next week.
- Fold squares in half and make name plates for dinner.
- Use each square as a day for your calendar. Paste them on a big piece of poster board. Have mom or dad help write the numbers.
- Make a whirley gig by making four cuts, fold the corners over and pin it to a straw.

OBJECTIVE: Debbie will name red, yellow, blue and green upon request 4/4 times.

ACTIVITIES:

- Explore the kitchen cabinets. Name colors on boxes or cans of food.
- Make a collage using construction paper. Name the colors as you paste and cut.
- Help mom fold the laundry. Name the color of the clothing.
- Go to the grocery store. Name the color of the fruits and vegetables.

The planning process is complete when the activity is written with directions for teaching on an activity chart which will serve as the parent's guide throughout the week. Skill Development Section D-Activity Charts gives directions for writing activity charts.

To summarize, this four-step planning process helps the home visitor in planning activities for the first portion of the home visit. These activities are individualized to teach specific skills to the child. You will plan three activity charts for each visit. This number can sometimes vary depending upon the child and family. If the parents indicate they can only do two activities that week, that is what you should plan. Start with only one activity chart, then after the parents are confident in doing these, you can gradually increase the number of activities done weekly to three. Remember the following points when planning.

- Involve the parents in the planning process.
- Consider how the child learns best when planning activities.
- During the first weeks of home visiting, plan activities in the child's areas of strength.
- Plan weekly activities in the developmental and/or component areas which are weak. Plan monthly activities in all developmental and component areas.
- Select skills to teach which the child is ready to learn. The developmental checklist is a guide for determining what skills to teach.
- Use task analysis to plan small teaching steps. The child will be successful weekly; the parent will be a successful teacher.
- Activities to teach these skills should be enjoyable for both the child and the parent.
- Complete directions for teaching should be clearly written on a chart. This is the parent's guide for teaching during the week.

Part 2
PLANNING INFORMAL ACTIVITIES

Informal activities are EQUALLY important to the home visit as are structured activities. There are five purposes for these activities:

1. Child explores his/her creativity.
2. Child takes the lead in activities.
3. Child reviews skills.
4. Child uses new skills in different situations with different materials.
5. Parent learns how daily routines can be learning experiences.

These purposes can be met through games or other fun activities which include siblings or other family members present during the visit. Some activities will be planned to meet one purpose; more frequently, each informal activity accomplishes several purposes. Before the home visitor can plan activities, he or she must have a better understanding of each purpose.

1. CHILD EXPLORES HIS/HER CREATIVITY.

Exploring a child's creativity is essential in developing important developmental skills and allowing the child to explore his/her own creativity abilities.

Through creative exploration a child and parent can learn to untap creative expressions which might later be developed like a talent such as drawing, dancing, or playing a musical instrument.

It is important to give the child freedom to use his or her own imagination in play and to express creativity in art or music. You can encourage this creativity by letting the child explore the games, toys or materials you bring. Allow the child opportunities to fully express him/herself through exploring different medias, such as painting to music, dancing with scarfs, or building a cardboard fort.

2. CHILD TAKES THE LEAD IN ACTIVITIES.

Informal activities provide an opportunity for the child to take the lead or direct activities. Talk to the child about what he or she is doing or ask the child to tell you about it.

Even though you have a specific purpose in mind for each material, the child may find many different uses. For example, you plan to play a guessing game where each person reaches in a bag and names the object they touch without looking. Begin the activity by letting the child play with the bag of objects. The child may discover that a paper bag makes a great hat or that the round objects roll and the square ones don't. After the child has played with the materials, you can lead into the activity you've planned.

Another way to give the child the lead is by asking the child to choose the activity. Have materials available for two or three different activities the child enjoys. Ask the child what he or she would like to do and follow through with that choice.

Art and music activities also provide an opportunity for the child to be creative. You may initially direct the activity by providing certain materials or music but let the child determine how they will be used. Including siblings and parents in the activity may give the child a model if he or she is hesitant to draw or move to music alone. Be sure to reinforce what the child does.

The important thing to remember is to give the child an opportunity to direct some part of the activity and explore the materials. This should be a part of each informal activity. After the child has explored the materials, you can direct the activity to accomplish the objectives as planned.

3. CHILD REVIEWS SKILLS.

After a child learns a skill, s/he needs to practice it periodically to make sure s/he can still do it. This is especially important since new skills are usually built on previously learned skills. Informal activities should be planned to review skills the child has recently learned. For example, the child learned to put the circle and square in a puzzle during a structured activity. Review the activity and if the child can do the circle and square puzzle, you may present a more difficult puzzle and observe the child. This observation provides curriculum planning information. You may plan a structured activity for next week to teach the child to complete the more difficult puzzle.

Use the records of structured activities or the checklist to plan review activities. Select skills the child has learned during recent structured activities and review these during informal activities. A review of skills learned can be an excellent reinforcer for parents and children. This review activity can also be expanded to check the child's readiness for new tasks. Select skills from the checklist which you think might be appropriate for teaching. Observe the child performing the task. How much aid does the child need? Can the child accomplish part of the task? Use this information to plan teaching activities.

A word of caution: Don't review the same activities every week. It's easy to continue to review counting and naming colors with each activity you do. It's fine to reinforce these skills but don't limit review activities. Plan review activities based on a variety of skills the child has recently learned.

4. CHILD USES NEW SKILLS IN DIFFERENT SITUATIONS WITH DIFFERENNT MATERIALS.

Children need to learn to use new skills in a variety of situations. For example, Lisa may learn to name big and little using two balls. To make this a functional skill, Lisa needs to be able to use this skill in several situations with different materials. She needs to be able to name big and little items of clothing, big and little people, or pictures of big and little objects. This is generalizing a skill.

Another way to generalize a skill is to combine skills in new ways. Playing hopscotch is a good example. Lisa has learned to hop on one foot and turn around while hopping. She can now use these skills to play a game with other children.

Plan activities in which children can use new skills with different materials, in new situations or in combination with other skills. Generalization of skills should occur in the home, neighborhood, and eventually the child's total world. Select skills to generalize which the child has recently learned. You may plan an activity specifically to teach generalization or you may incorporate a generalization experience within another activity.

5. PARENT LEARNS HOW DAILY ROUTINES CAN BE LEARNING EXPERIENCES.

One of the big advantages of the home-based program is the opportunity for parents to learn to use the home as a learning environment. Routine events can become learning experiences for children. Parents can learn how to teach children while grocery shopping, fixing dinner, doing the laundry, etc. One way to encourage parents to use the home environment is by using items found in the home as teaching materials. Be creative in selecting materials - don't be bound to the toys from the Head Start program. This applies to structured and informal activities. Plan objectives for the child and then think of items in the home which could be used to teach the objective. By using materials from the home you are showing parents that they don't have to purchase expensive toys to teach their child. Another way to teach parents to create learning experiences is to plan activities around family routines. Demonstrate what skills the child can practice during these activities. For example, what can a child do while the parent is folding laundry?

* sort or name colors
* count
* name each item
* name where you wear each item
* stack folded clothes
* name items as big or little
* follow directions in putting clothes away

Discuss the family's daily routine and plan informal activities around the routine. Encourage parents to include the children in as many activities as possible. Be careful not to place too much emphasis on the activity and ignore the needs of the child. Plan to teach new skills, review skills or teach generalization within the activity.

EXAMPLE OF AN INFORMAL ACTIVITY

Make the most of informal activities. Consider the five purposes and determine how they can be incorporated in the activities you plan. Although each informal activity will not accomplish all five purposes, it should include as many as possible. Read the following description of an informal activity.

The home visitor planned to make banana pops for a snack. Both children and mom and dad participated. The children touched and tasted all the ingredients to be used in making the pops. A recipe with symbols helped the children and parents follow each step. The parents read each step and the home visitor demonstrated, then the children followed the directions. The children counted the bananas and sticks; they also found the middle of the banana and cut it in two pieces. After making the snack, they discussed good snacks and bad snacks and helped the parents make a list of good snacks.

What objectives for the child were accomplished?

- followed directions with a model
- reviewed counting to four
- generalized finding the middle of the banana
- repeated steps followed with cues of first we .... and then ....

What purposes for informal activities were included?

- nutrition information was presented
- skills were reviewed
- skills were generalized
- children were included in simple cooking activity

UNIT PLANNING

One way of planning informal activities is by using units. Monthly units are planned around various themes. These units include suggested activities for each weekly visit. The following pages show a sample unit. These units can be planned at the beginning of the program year by home visitors and component staff. Materials necessary for each weekly activity are available for each family on the home visitor's caseload. Although the same activities are planned for each family, the home visitor will need to individualize the activities when they are presented. This can be done by planning objectives which include generalization or review of skills for each activity.

SEPTEMBER - 3RD WEEK

UNIT TITLE: General Teaching

JUSTIFICATION:

Since we are expecting parents to be teachers of their children, we must provide the skills, know-how, and confidence for them to do this job effectively. Through this unit we can introduce and emphasize incidental learning and positive reinforcement.

SPECIFIC OBJECTIVES:

1. To discuss some effective methods of teaching.
2. To re-emphasize importance of parents as teachers.
3. To explain and emphasize the use of incidental learning and positive reinforcement.

ACTIVITIES:

1. Discussion:
    A. Incidental learning
    B. Positive reinforcement
    C. Importance of setting realistic goals
    D. Yearly goals for general teaching
    E. Necessity of making learning fun
    F. Importance of actual experiences
    G. Importance of positive attitude toward learning
    H. Importance of taking time to listen and answer questions
    I. What preschoolers need to be learning. Provide handout "The School Readiness Checklist"

2. Field Trips:
    A. Take a walk, go to the store, post office, or park
    B. Listen, look for, and discuss sounds, sights, smells, and touch

3. Involve child in daily household chores: discuss what family can be teaching and learning. Examples -- sorting and folding laundry, doing dishes, washing walls, dusting, yard work.

4. Sorting and folding laundry: develops skills as classification (texture, size), matching, counting, small, large motor, and language.

5. Doing dishes: teaches counting, color classification, size, temperature, air, water, language; develops small motor control.

6. Cleaning house: washing walls, dusting, etc.; helps in development of motor skills and concepts (high, low, under, over, between, etc.).

7. Yard work: teaches about plants, water concepts, weather, color classification, growth changes, etc.; develops large motor control.

8. Setting table: emphasizes shape, position, left, right.

9. Guessing game: "I see something (color, shape)."

10. Parents reading to child or telling favorite story.

11. Pick-up game: teach classification, counting. (Pick up objects out of place, put in proper place.)

12. Art activity.

    A. Play Dough
    B. Fingerpaint
    C. Macaroni Collage

13. Have family plan an enjoyable activity they can all be involved in.

14. Provide handouts "Incidental Learning" and "Why Parents as Teachers"

Follow-up Activities for Positive Reinforcement:

1. Ask about how they used play dough; finger paint.
2. Ask about how family enjoyed the activity they planned together.
3. Ask which household chores (indoor and outdoor) parent and child did together.

INDIVIDUAL PLANNING

Another method of planning informal activities is to plan activities for each family - this ensures that the activities will be appropriate. Plan one or two different activities which will incorporate 3 to 4 objectives for each child. The previous example of an informal activity demonstrated how several objectives could be accomplished in just one activity. It is better to plan one activity which will include many opportunities for learning skill review rather than rush through 2 or 3 informal activities in a 30 minute time period. The activities for each child should include weekly review of skills and generalization experiences. Component activities should also be planned weekly - remember to include objectives for the child in these activities. The child should be allowed to take the lead during some part of each activity.

Keep these points in mind when planning informal activities:

* Plan weekly review and generalization activities. Use records of completed structured activities or the checklist to plan, review, and generalization activities for skills learned during the past 2-3 weeks.

* Plan component activities weekly. These activities will present information on the child's level. They should also include specific objectives for each child.

* Each activity should show the parent how to use daily routines to teach their child.

Part 3
PLANNING PARENT EDUCATION ACTIVITIES

The third type of activities you need to plan are parent education activities. These activities focus on the parent. Arrange activities for the children so you can have time with the parent. This portion of the home visit has four purposes:

1. Parent learns to plan activities for the child.

2. Component information is presented.

3. Program information is shared.

4. Parents learn to meet their expressed needs.

1. PARENT LEARNS TO PLAN ACTIVITIES FOR THE CHILD

Involving parents is the key to success for the home-based program. This means involvement in planning activities for each visit. The home visitor can involve parents by discussing their expressed needs and planning activities to meet those needs. Parents must also be involved in planning activities for the child. There are three purposes for this involvement:

- Parents learn how to target realistic goals for their child and plan appropriate activities to teach their child these skills.
- Experience in planning will enable parents to continue planning activities when the home visitor no longer visits the home.
- Parents are more likely to carry out activities which they helped plan.

Educational assessment is a good place to start involving parents in planning activities. Parents have information to contribute about the child's behavior. This is also a good opportunity to reinforce parents for teaching the child specific skills. After the checklist is completed, the home visitor can use it to assist the parent in selecting activities the child is ready to learn. Parent and home visitor can continue to use the checklist as a guide. Review the checklist at least monthly to record the skills the child has learned and select skills to teach. Provide the parent with a copy of the checklist to plan along with you and to refer to when you are not there.

Selection of materials is another way to involve parents. After you have decided what to teach, discuss what materials would be appropriate to use. You may plan to make materials using household items. Encourage parents to use items commonly found at home for teaching.

Determining when to teach should also include parents. If possible, plan teaching activities to be a part of the family's daily routine. Self-help skills fit in well with the daily routine. For example, if you are teaching dressing, do the activity when it would normally occur during the day. Some structured activities may not directly fit into the routine, but planning can include WHEN the teaching will occur and WHERE in the home the parent and child will work on the activity.

During this time you will also have the opportunity to brainstorm activity variations on the structured activities that will be left for the week. List additional ways these skills could be worked on.

By including parents in planning you are teaching them. The amount of planning done by the parents is dependent upon their skills. Initially, parents may be hesitant to participate in the planning process. They may feel that you are the teacher and you should have ALL the answers. Continue to discuss activities with them and reinforce their teaching skills. If you show parents that they do have valuable information to contribute, they will become comfortable participating in the planning.

Learning to plan appropriate activities for a child is a long process. As parents increase their skills in selecting activities, you can gradually introduce them to other steps in the process for planning structured activities. The PORTAGE PARENT PROGRAM and TEACHING PARENTS TO TEACH are good resources for involving parents in the teaching process.

2. COMPONENT INFORMATION

This is general information which can be presented to all families. The activity includes discussion with the parent and leaving pamphlets or other materials. Plan activities that rotate between these areas: medical, dental, nutrition, health, mental health, safety.

These activities can be planned at the beginning of the program year using units. Home visitors and component staff cooperatively plan 1-2 component activities for each week. These activities could coordinate with themes of parent meetings and informal activities. For example, if you are discussing nutritious snacks with the parent, an informal activity could be preparing and eating fresh peanut butter with all children and the parent. Planning should include materials for pamphlets necessary for each activity.

3. PROGRAM INFORMATION IS SHARED

Encourage the parent to participate in the many events which will be offered through the Head Start Program. Keep parents informed on what is happening and of the different ways they can become involved. This can be done by making a calendar of Head Start activities and listing ways in which a parent can be involved. These might include: telephoning other parents, volunteering at a cluster, arranging for rides, helping with refreshments at a meeting, or any other possible way a parent might feel comfortable getting involved.

4. PARENTS LEARN TO MEET THEIR EXPRESSED NEEDS

Expressed needs of the family are recorded on the Log Sheet of the Family Action Plan.* The home visitor will be involved in assisting families meet some needs while others will be met with assistance from the Health, Social Service, and Handicap Coordinators. The division of these responsibilities is somewhat dependent upon the resources available to the program. The home visitor's primary role is family education and development. In some cases the home visitor and parent could consult with a specialist and implement their recommendations. For example, the parent wants to know how to prepare food for the baby. The home visitor could discuss this with the nurse or dietitian and then help the parent carry out the suggestions. Another way to meet this need is by having the dietitian participate in the home visit and demonstrate food preparation.

---

*Instructions for using the Family Action Plan can be found in the Handout Section.

Other needs may require direct intervention by a specialist. For example, the parent may be having difficulty coping with the demands of a handicapped child. The home visitor should refer this need to a person experienced in counseling families. The counselor may suggest some activities for the home visitor to assist with, or the counselor may see the family separate from the regular home visits.

One goal for all families is to increase their independence in meeting their own needs. Home visitors can assist by informing families of community resources and assisting them in contacting other agencies. Parent education activities could include role playing the contact of an agency to secure services.

Another activity is using resource directories to find appropriate agencies to contact. Plan activities which give parents the assistance they need; do not do something for them which they can do themselves. For example, Ms. Stine would like to learn typing and secretarial skills. She and the home visitor discuss classes offered at the vocational school and the home visitor assists in finding the number to call for information. Ms. Stine calls the school and completes the enrollment process. The home visitor only provided the assistance necessary to meet the parent's need. In other cases, the home visitor may need to provide more assistance, such as making the initial helping the parent complete enrollment forms. After working with a family, the home visitor can use observations of the family to plan activities which provide parents with the amount of assistance necessary to meet their expressed needs.

If the parent is hesitant to express needs, you can plan activities to encourage or help the parent. The parent must be aware of all the programs and services available in the community and through the Head Start Program. Discuss various agencies such as the Health Department and tell the parent where it is located, schedule of services, eligibility requirements, and how to contact Health Department personnel. Another activity to generate expressed needs is discussion of pamphlets on safety, sanitation, medical, dental, and mental health. These pamphlets may make the parents aware of a need and result in their identifying it to the home visitor. For example, the home visitor and parent discuss a pamphlet on common fire hazards at home. After this discussion the parent asks the home visitor to help identify potential hazards in the home.

In summary, you will plan a weekly component activity. If you use units, these will cover component activities and planning activities for the child. Each week the parent should be included in planning future activities for the child. Expressed needs of parents will need to be addressed individually, and activities to meet these needs might sometimes take precedence over other parent education activities.

Craig R. Loftin and Deborah C. Cochran

IMPLEMENTING THE HOME VISIT

You are now prepared for your first home visit. All of the activities for the visit are planned. You have gathered all the materials you will need and placed them carefully in your "bag of tricks." You find yourself knocking on the family's door. Now what? You may find yourself saying, "I should have gone over it in my head one more time!"

That is just what we will do in this section, go over the home visit one more time to make sure that it is a positive experience for everyone involved. First, we will talk about an ideal home visit. And because the visit is designed to be a learning experience for both the child and the parent, we'll also take a look at what you, as the home visitor, can do to foster the development of the child, the strengths of the parent and the relationship between the two. Finally, we will discuss some ways of working with problems that typically occur during home visits.

Don't forget to bring these materials to the home:

* Your Home Visit Report
* Activity Charts
* The materials you will need to teach the activities
* The information for the parent activities
* A snack (monthly)
* Extra materials for an unexpected situation
* Several blank activity charts

As you begin the first home visit, remember that your principal role in the home is as a teacher of both the parent and the child. The best way to reach the child is to teach the parent all you know about teaching children. The parent will then be able to help the child learn all through the week. It is important to remember from the very start that the focus of the visit is the parent. Periodically ask yourself "What can I do to help foster a positive relationship between the parent and child?"

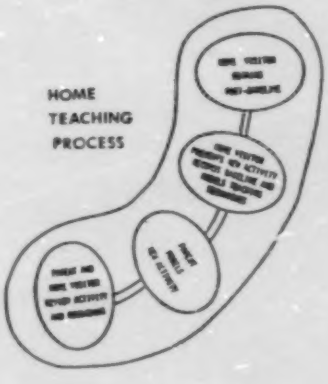
Remember also that as a home visitor you need to be flexible. Although you've worked hard to plan carefully, things can go amiss during the home visit. When this happens, be as flexible as possible. Try to adapt your plan to fit the situation. Remember, you are a guest in the home and may need to adapt your plan to fit the needs of the family.

Structure the visit so you will have time to present all of the activities you have planned. Many problems that can typically confront the home visitor can be avoided by following a structure.

The diagram in **Figure 1** puts the home visit in perspective. The home visit is divided into three sections: **structured activities, informal activities, and parent education activities.** Each section lasts about 30 minutes and each is equally important in meeting your objectives.

Figure 1

THE THREE-PART HOME VISIT

STRUCTURED ACTIVITIES 25-35 MINUTES	INFORMAL ACTIVITIES 30-35 MINUTES	PARENT EDUCATION ACTIVITIES 20-30 MINUTES
WHO: PARENT, HOME VISITOR, CHILD WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS. HOW: THE HOME TEACHING PROCESS 	WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH - • MAINTENANCE • GENERALIZATION • READINESS • EXPOSURE HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.	WHO: PARENT, HOME VISITOR WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES HOW: THIS IS ACCOMPLISHED BY: 1. PLANNING WEEKLY CURRICULUM ACTIVITIES 2. SHARING COMPONENT INFORMATION 3. SHARING PROGRAM INFORMATION 4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

EMPHASIS IS PLACED ON THE HOME AS A TEACHING ENVIRONMENT BY:

USE OF HOUSEHOLD OBJECTS AS EDUCATIONAL MATERIALS
DAILY ACTIVITIES AS TEACHING EXPERIENCES

During the visit:

- work first on the structured activities
- then present the informal activities
- finish with the parent education activities

It is a good idea to begin each home visit with the structured activities because these activities require the child and parent's full attention. Therefore, working on structured activities at the beginning of the visit is best because the child is fresh and anxious to work. Once you have finished these, then begin the informal activities. It is easier for most children to go from structured activities to less structured activities then the other way around. Try to involve all of the children in the home in the informal activities. Finally, the parent education activities can be presented while the child is free to do as he or she pleases. Perhaps the child will play with a toy you have brought along, keeping occupied while you talk with the parent.

The following pages will discuss these three parts of the home visit in detail and describe what will happen during each one.

GREETING THE FAMILY

As the door opens remember the parent is often feeling unsure about the visit, particularly until there is a relationship established with the home visitor. Supposedly the home visit has already been explained to the parent, but it won't hurt to review it. The parent is concerned about the child's learning and is hoping that you will be able to teach the child some new and important skills. So, be friendly and warm. The greeting at the door is an important moment and will set the stage for the rest of the visit. Here are some ideas to keep in mind as you begin the home visit:

- Greet the child briefly and focus the greeting on the parent.
- If you asked the parent to work on something during the last home visit, ask how it went.
- Try to avoid discussing personal or non-work related matters at the beginning of the visit. There will be ample time later to visit with the parent.
- Go immediately to the area where you usually work in the home to indicate that you are ready to begin.

As a courtesy, the parent may offer you a cup of coffee or a soft drink as you enter the home. While you want to accept the parent's hospitality, to do so could change the entire home visit. It is better to accept the offer, but add that you would enjoy it more after the work is finished. Establishing this as your procedure from the very first home visit will ensure that you will never need to rush through the activities because too much time was spent socializing.

STRUCTURED ACTIVITIES

The Home Teaching Process is used when presenting structured activities. This four-step process is explained below.

Step 1

If during the previous home visit you left an activity for the parent to work on with the child, review this activity before presenting any new ones.

This review will help you determine whether or not the child has learned the skill. You actually began this review as you greeted the parent at the door, by asking how the activity from last week worked out. This is helpful because you:

- Immediately give the parent the idea that you are ready to work.
- Find out whether the parent followed through on the activities.
- Find out if the parent had difficulty teaching the activities during the week.

There is, then, a natural transition from greeting the family to beginning work on the activities.

If you left more than one activity, you might ask the child which of them he or she would like to begin with. This allows the child to take an active part in his/her own program. This opportunity will help maintain the child's interest in the activities and the visit.

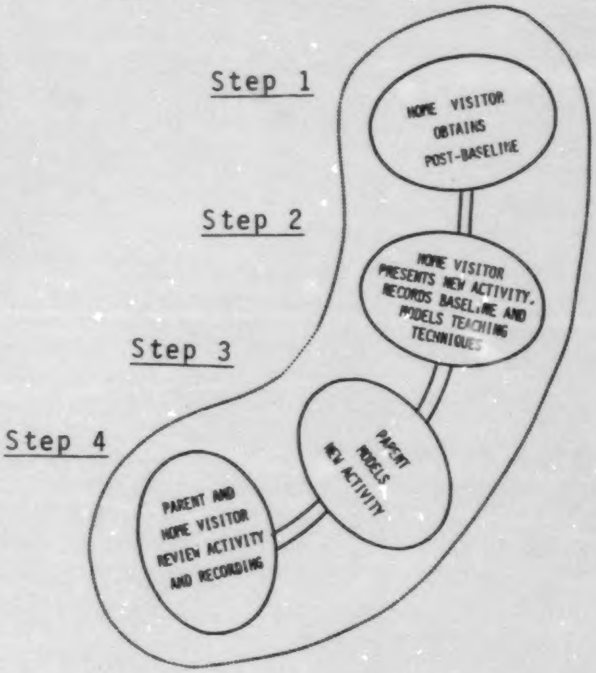
Meanwhile, the parent can get the charts you left for each activity.

STRUCTURED ACTIVITIES
25-35 MINUTES

WHO: PARENT, HOME VISITOR, CHILD

WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS.

HOW: THE HOME TEACHING PROCESS


Step 1
HOME VISITOR OBTAINS POST-BASELINE
Step 2
HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES
Step 3
PARENT MODELS NEW ACTIVITY
Step 4
PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING

Quickly reading over the chart will help you recall how you wanted the parent to teach the skill. It will also remind you of the exact behavior the child will perform if he or she has achieved the skill.

HOME VISITOR OBTAINS POST-BASELINE

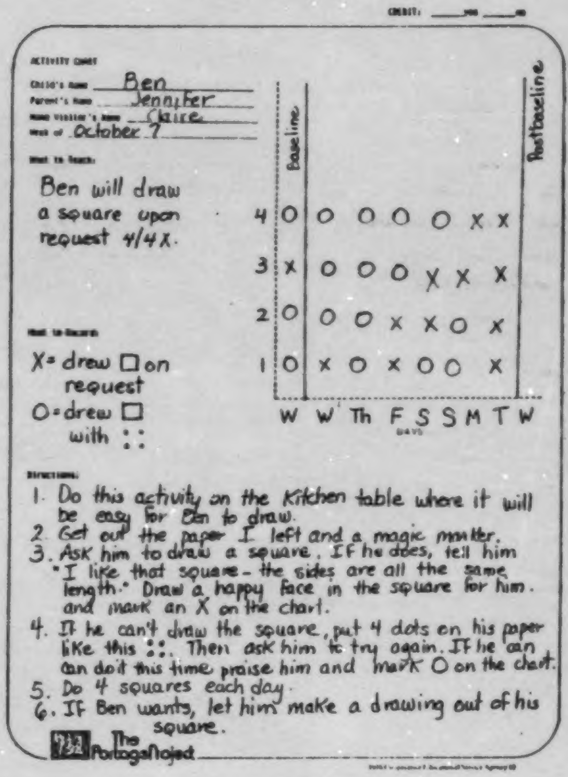
Review the parent's recording tool! It is pleasing to the parent if the home visitor comments on the parent's recording; it makes the parent feel that the work during the week is appreciated and worthwhile.

When reviewing activities, have the child perform the task using the same directions written on the activity chart. Be sure to observe the child's responses closely so you can determine whether or not the child can perform the skill.

In the example activity chart (Figure 2), the home visitor hopes that the child has learned to draw a square without help, four out of five times. The home visitor would give the child four opportunities. Each time the child draws a square on request, the home visitor marks an "X" in the last column of the chart. If the child needed to have the home visitor help by drawing four dots on the paper, the home visitor would mark an "0" on the chart.

If the child is successful, reinforce for a job well done. It is very important to reinforce the parent too! The parent has worked hard on the skill during the week and has successfully taught the child something new, something that just one week ago he or she could not do.

Figure 2



ACTIVITY CHART

CHILD'S NAME Ben
Parent's Name Jennifer
HOME VISITOR'S NAME Claire
WEEK OF October 7

WHAT TO TEACH:
Ben will draw a square upon request 4/4X.

WHAT TO RECORD:
X= drew □ on request
O= drew □ with ⁚⁚

Baseline
Postbaseline

4 O O O O O X X
3 X O O O X X X
2 O O O X X O X
1 O X O X O O X

W W Th F S S M T W
DAYS

DIRECTIONS:
1. Do this activity on the Kitchen table where it will be easy for Ben to draw.
2. Get out the paper I left and a magic marker.
3. Ask him to draw a square. If he does, tell him "I like that square - the sides are all the same length." Draw a happy face in the square for him. and mark an X on the chart.
4. If he can't draw the square, put 4 dots on his paper like this ⁚⁚. Then ask him to try again. If he can can do it this time praise him and mark O on the chart.
5. Do 4 squares each day.
6. If Ben wants, let him make a drawing out of his square.

The Portage Project

Ben was very proud of himself. He drew all four squares by himself without any help at all. In fact, he wanted to continue drawing squares. Mary was quick to reinforce Ben and Ms. Franks, "What a great job! You can make those lines good and straight now, Ben! You've done a fantastic job, Ms. Franks, and it's so nice that you've hung Ben's squares up for him."

BEST COPY AVAILABLE

To review last week's activities:

1. Review the activity chart.
2. Reinforce the parent's recording.
3. Do the activity with the child as it is explained on the chart.
4. Record the child's responses.
5. Reinforce both the parent and child for their work.

Sometimes though, we are not this lucky. After reviewing the activity we sometimes discover that the child has not learned the skill. This can happen when:

1. The objective was too difficult for the child to achieve in just one week.
2. The activity itself was not appropriate for the child.
3. The reinforcement and/or correction procedures used were not appropriate.
4. The parent did not work on the activity during the week.

"Gee, Ms. Franks, it doesn't look as though Ben can hop on one foot without help yet," said Mary after reviewing. "Perhaps you can try the activity with him once. That way we can see if there's something we need to change."

When this happens, have the parent try the activity with the child. Occasionally this demonstration will help you identify the problem. You might even find that the child is able to perform the skill for the parent, despite the fact that he or she cannot do it for you. In any case, if the child does not meet the objective, the activity should be modified and presented again, but not necessarily that next week. You may decide to remove the activity from the home and present it at a later date.

Once the parent has tried the activity with the child, and the child is still unsuccessful, there are several things that could be done:

- The objective could be modified. Change the objective to reflect how well you expect the child to perform the skill if it is worked on for another week.

  For example, if the objective that was not achieved was:

  > "Ben will hop 5 feet, on one foot, without aid 3/3x," the home visitor could change it for the next week to be:
  >
  > "Ben will hop 5 feet, on one foot, while holding on to table, 3/3x."

- The directions for teaching the activity could be changed. The approach to teaching the task could be altered to better suit the child's needs.

For example, the previous activity chart directions may have stated:

> Stand 5 feet in front of Ben. Ask him to hop toward you on one foot. Praise him as soon as he reaches you. If he has difficulty, take his hand to steady him then let it go as soon as he's going forward.

The changed directions could read:

> For the first 2 days of this week, have Ben hold on to the table while he hops toward you. Do this each time. The other 5 days of the week, have him hop alongside the table, but without holding on. If he has difficulty, have him hold on to the table and encourage him to let go as he hops. Be sure to praise him when he is successful: "Great, Ben, you did it without holding on."

- If the parent was unclear about how to teach the activity, it might be enough just to present the activity again and teach it once while he or she watches. The home visitor needs to have the parent demonstrate it and give suggestions to improve the teaching.

"I feel so ridiculous, Mary. I thought I was supposed to hold his hand the whole time." explained Ms. Franks. Mary replied, "Oh well, let's try it again just to make sure it's clear this time." And Mary demonstrated how to teach the activity again.

- The home visitor may decide to withdraw the objective. Sometimes objectives are sometimes left in the home that are completely inappropriate for the child. While reviewing, the home visitor might discover that the child does not have the ability to learn that skill at that time. In this case the home visitor could drop the objective for the time being, perhaps presenting it again when the child is ready.

- Be sure to consult with your Educational Coordinator or other specialists whenever you have difficulty modifying the objective or activity.

Whenever an activity is modified, it is important to prepare another activity chart to be left for the coming week. This activity could be left in addition to the new activities that are planned for the home visit or it could replace one of the new activities. This would depend entirely on the parent and child. You should consider the following points as you make this decision:

- Will the parent have the time to work each day on all of the activities you leave?
- If you left one more activity, would the parent have the interest to work on it at this point?
- Does the child usually comply with the parent so that one more activity will not create problems?
- Are most of the activities you leave in the home achieved in one week? If not, an additional task may result in further failure.

"You're right, Ms. Franks, I should have been more specific last week. Why don't I quickly write up a new chart so that Ben can work on hopping again this week? Would you like to help? You always have such good ideas." Mary gave Ben a crayon and a sheet of paper to draw on while she and Ms. Franks wrote the new activity chart.

However you decide, the new activity chart should be presented to the parent and child as a totally new activity. The same procedure would be used to introduce this activity as any other. To prevent the child from becoming bored, you might postpone presenting the modified objective until you have presented one or two new activities.

Let's talk now in detail about this next step - presenting the new activities.

Step 2

Immediately after reviewing each activity from the previous week, the home visitor begins presenting the new activities prepared for this home visit. Up to this point, the child has been cooperative because he or she has been anxious to show the skills learned from last week and because you so warmly recognized these efforts and successes. By now though, the child is anxious to try something new.

HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES

WHEN PRESENTING A NEW ACTIVITY

* Begin with the activity that will be the most demanding of the child's attention.

* Give the child the materials you will use during the activity to explore and warm up to them.

* Meanwhile, explain the new activity and its rationale to the parent.

Of the three new activities that you will present during this part of the visit, it is wise to begin with the activity that requires the child's greatest attention. Usually, once a young child has been involved in an active task, such as kicking a ball or jumping over small obstacles, it is difficult to get the child re-directed to a table activity. This, however, depends a great deal on the individual child and your knowledge of the child will be important in deciding which activity to present first.

Once the first activity has been selected, you will need a few minutes to talk with the parent. But what happens with the child? Does he or she just sit and wait? Well, this is a good time to let the child warm up for the activity. This is best accomplished by giving the child the materials to use for the activity. Let the child play with them so that when you are ready to begin working, the child will be familiar with the materials and will not be distracted from what you are trying to do.

Very often you will find that when you are ready, the child is playing with the "toys" in a way that will allow you to move right into your activity. This smooth transition makes the entire home visit more pleasurable for everyone.

"Look at these neat pictures I brought for you today, Ben" said Mary offering the cards to Ben. "Why don't you look at these for a minute while I talk with mom?"

While the child is occupied, present the activity chart to the parent. Have the parent read over the chart as you explain the objective for the week and the directions for teaching the activity. It is also important to explain to the parent why you have chosen that skill to work on. It is helpful to be clear and specific about the activity and encourage the parent to ask questions.

Once you've discussed the activity with the parent, try the activity with the child and record the responses. This is called baseline.

When presenting new activities:

- Present the task to the child as stated in the directions.
- Record the child's responses.
- If necessary, modify the activity.

Taking baseline is an important part of teaching; it tells you how well the child can perform the skill prior to instruction. This information is useful because:

- You may discover that the child can already perform the skill as stated in the objective. It would be silly to continue working on a skill that the child can already perform. The activity would have to be changed, but be sure to reinforce the child's accomplishment.

On the other hand, you may find that the objective specifies a skill that the child will not be able to achieve within one week. Since it is important for the parent and child to experience success each week. the objective should be changed.

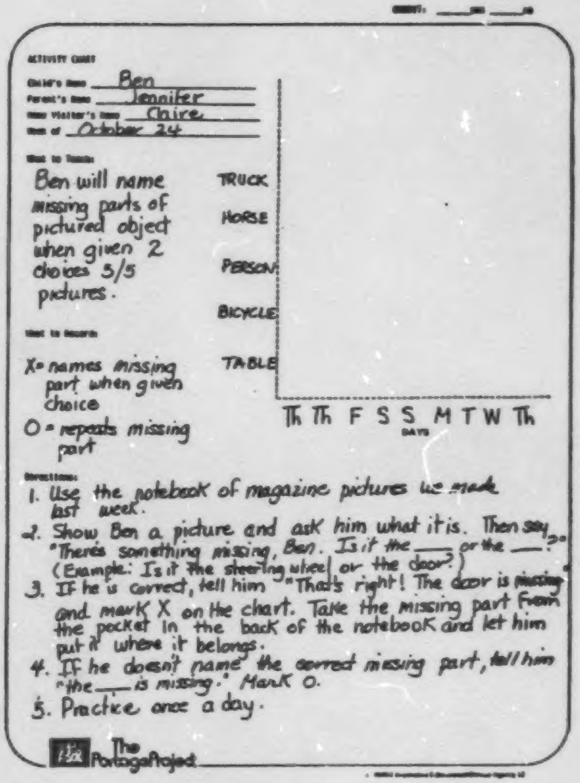
Baseline indicates that you have targeted an appropriate skill. It seems as though the child will be able to learn it within the week.

It provides a "base" from which to judge improvement at the end of the week.

After Mary explained the activity to Ms. Franks, she turned to Ben. "What do you think of those pictures, Ben? Which one do you have there?" "The truck," replied Ben. "That truck looks funny to me Ben. Something is missing. Is it the door or the tire?" "The tire," Ben said. "Yes, the tire is missing." Mary marked an X on the chart and continued with the next picture.

Try the activity out with the child and record the child's responses on the chart. In the example, Mary would give Ben one of the pictures and ask him what it is. Then she would ask if something was missing from the object. The home visitor would name two parts of the object, one of which would be the missing part, and ask Ben which named part was the missing one.

If Ben correctly named the missing part when given a choice of two, the home visitor would mark an "X" on the chart. If he did not correctly name the missing part or needed help, Mary would mark an "O" on the chart and continue with each picture. The activity chart would look like this:



ACTIVITY CHART

Child's Name Ben
Parent's Name Jennifer
Home Visitor's Name Claire
Week of October 24

What to Teach:
Ben will name missing parts of pictured object when given 2 choices 5/5 pictures.

What to Record:
X = names missing part when given choice
O = repeats missing part

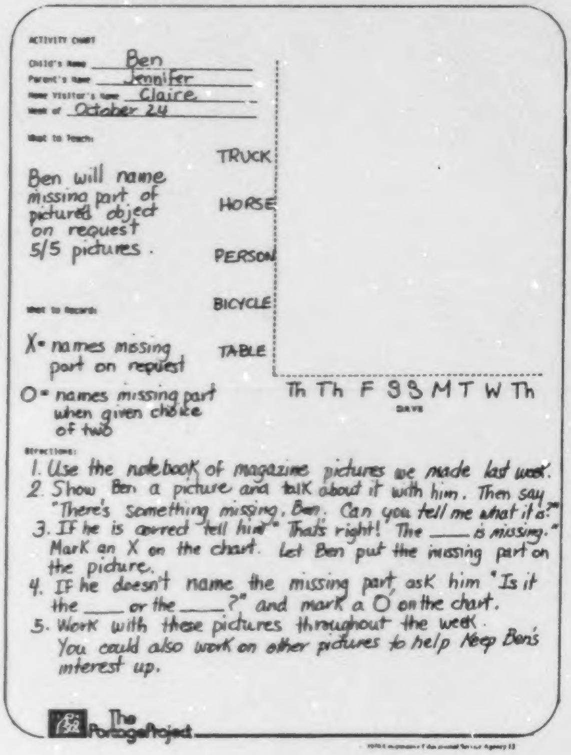
TRUCK
HORSE
PERSON
BICYCLE
TABLE
Th Th F S S M T W Th
DAYS

Directions:
1. Use the notebook of magazine pictures we made last week.
2. Show Ben a picture and ask him what it is. Then say "There's something missing, Ben. Is it the ___ or the ___?" (Example: Is it the steering wheel or the door?)
3. If he is correct, tell him "That's right! The door is missing" and mark X on the chart. Take the missing part from the pocket in the back of the notebook and let him put it where it belongs.
4. If he doesn't name the correct missing part, tell him "the ___ is missing." Mark O.
5. Practice once a day.

The Portage Project

BEST COPY AVAILABLE

If the child had been unable to name the missing parts, the home visitor would model for the parent how to teach the skill. However, if the child could name the missing parts each time, then the home visitor would reinforce the child, give credit for having achieved the objective and change the objective. After changing the objective the home visitor would take baseline on it and, if the home visitor found that this new objective was appropriate, he or she would make the necessary changes in the directions. The modified activity chart might look like this:



ACTIVITY CHART

Child's Name Ben
Parent's Name Jennifer
Home Visitor's Name Claire
Week of October 24

What to Teach:

Ben will name missing part of pictured object on request 5/5 pictures.

What to Record:

X = names missing part on request
O = names missing part when given choice of two

TRUCK
HORSE
PERSON
BICYCLE
TABLE
Th Th F S S M T W Th
DAYS

Directions:

1. Use the notebook of magazine pictures we made last week.
2. Show Ben a picture and talk about it with him. Then say "There's something missing, Ben. Can you tell me what it is?"
3. If he is correct tell him "That's right! The ____ is missing." Mark an X on the chart. Let Ben put the missing part on the picture.
4. If he doesn't name the missing part, ask him "Is it the ____ or the ____?" and mark a O on the chart.
5. Work with these pictures throughout the week. You could also work on other pictures to help keep Ben's interest up.

"You did such a good job naming those missing parts, Ben. Now let's try something different. Here's the truck. Can you tell me what's missing?" asked Mary. "The man" reported Ben. "That's right, Ben. The man is missing. But something else is missing. Is it the tire or the door?" "The tire" said Ben. Mary then marked an X on the chart.

The objective has been changed to indicate that by the end of the week of instruction, the child will be able to name the missing part without help. During teaching, the parent will not give the child a "choice of two" unless the child has difficulty and needs help. Giving the child a choice of two is now the correction procedure.

Satisfied that the objective is appropriate for the child, the home visitor can demonstrate how to teach the skill. This gives the parent an idea of how to use the reinforcement and correction procedures. The parent has already seen how the materials are introduced to the child and how to get the child to respond while baseline was taken. Now the home visitor wants to focus on other aspects of the activity that the parent has not yet seen.

The home visitor works with the child, being sure to reinforce when the child responds correctly. The reinforcer that the home visitor uses should be the same as that specified on the activity chart for the parent to use during the week. In determining what reinforcer to use, the parent who will carry out the reinforcement, should be consulted. Reinforcement should be delivered immediately after the child

BEST COPY AVAILABLE

responds, it should be sincere and it should specify what the child had done right.

When the child has difficulty or responds incorrectly, the home visitor can demonstrate a positive way of correcting the child. This should help the child find the correct response as well as increase the likelihood that he or she will respond correctly the next time without extra help. Be sure to use the correction procedure that is stated in the directions and that reinforcement is given to the child for his attempts.

Demonstrate just long enough for the parent to understand how to carry out the activity. It is easy for the home visitor to forget this. After all, the home visitor enjoys working with the child and likes to work on the activities prepared for the visit. However, it is important to remember that the parent is the primary teacher in a home-based program. Therefore, the activity should be passed to the parent while the child is still fresh and interested in it.

PARENT
MODELS
NEW ACTIVITY

Step 3

After the home visitor clarifies any questions that the parent may have about teaching the activity or recording on the chart, the parent tries it. The demonstration by the parent gives the home visitor the opportunity to observe the parent teach the skill and make sure that the parent will not have difficulty teaching during the week.

Establishing the parent's demonstration as part of the routine from the very beginning of the program helps avoid problems later. Although the parent may feel somewhat awkward the first time he or she teaches an activity in front of the home visitor, the home visitor's warm and positive remarks will help the parent relax.

When the parent begins the demonstration, the home visitor should be careful to allow the parent the freedom to move through the activity with the child.

There may be some brief moments when the parent hesitates or appears unsure of what to do. The home visitor should not intervene when this happens. The home visitor should not step in and take over the activity with the child. Rather, it is best to allow a few moments for the parent to try again. However, if the parent continues to appear lost or turns to the home visitor for help, the home visitor should give the parent some feedback to get the activity started again.

As the parent works on the activity and the child responds, the parent will reinforce the child. Nonetheless, the child will often turn to the home visitor, looking for additional reinforcement. While the home visitor will want to respond to the child, he or she should be careful not to let the reinforcement mask that of the parent. It would be unfortunate if the child was reluctant to work during the week when the home visitor is not around to reinforce the child's progress. Make sure the parent is the primary reinforcer.

When the parent demonstrates:

- Be an observer.
- Don't allow your reinforcement to mask that of the parent.
- Reserve your comments until the parent is through.
- If the parent has difficulty, don't take over the teaching, give verbal cues.
- Stress the positive aspects of the demonstration; be positive about the problems.
- Make sure the parent understands your comments by demonstrating.

While the parent works on the activity, he or she should also record the child's responses on the activity chart. This gives the parent a chance to practice recording and gives the home visitor a chance to make sure that the parent understands the recording procedure.

Provide the parent with positive feedback after the activity is completed. Reinforce the parts of the demonstration that went well. Also give the parent suggestions on teaching the activity to make it run more smoothly and increase the chances that the child will be successful. This can be done very nicely through a discussion with the parent, having the parent suggest the parts that he or she felt went well and those that were choppy or uncomfortable.

"That went very nicely, Ms. Franks. I don't think you'll have any problem with it during the week. You really held Ben's interest and were so positive when he made a mistake. Let me give you just one idea; when you ask him if the door or the tire is missing, try not to point to those parts. You might be giving him more help than he needs."

When a suggestion is made, the home visitor should be sure that the parent understands the recommendation. If it would help, the home visitor could demonstrate how to make the change and the parent could then try it.

This has also been the parent's first opportunity to record the child's responses for this activity. Since the parent will record all through the week, make sure you provide the parent with feedback regarding recording.

Encourage the parent to continue working with the child on the skill until comfortable with it. Be careful, though, that the child does not become so tired of the activity that he or she will have no interest in working on it during the week.

It is time now to work on the next structured activity that you have prepared. Follow the same procedure as before. But before presenting the new activity, clear away the materials from the previous activity. Also, let the child know it is time to stop what he or she is doing and begin something new.

PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING

Step 4

Before leaving, the parent and the home visitor briefly review each of the structured activities that will be left for the week. Some parents will do fine with just a quick reminder of when to work on each activity and how to record, while others benefit from a review of each of the steps to follow. How this review is carried out will depend entirely on the parent.

CONSIDER THE FOLLOWING FACTORS DURING YOUR VISITS:

ENVIRONMENT

- Begin in a consistent place from week to week.
- Vary the location where activities are worked on to keep the child from tiring of the visit.
- Be sure that all unnecessary distractions are removed, such as toys or materials that will not be used, the T.V. or radio.

MATERIALS

- Choose and organize them ahead of time; avoid searching for materials while working.
- As often as possible use materials in the home; try not to give the parent the idea that successful teaching requires expensive, store-bought materials.
- Let the child explore and manipulate the materials to become familiar with them.
- Use only the materials needed for each task to prevent unnecessary distractions.

REINFORCERS

- Vary the reinforcers you use so that they maintain their value for the child.
- Be sincere in delivering reinforcers.
- Emphasize use of hugs, praise, and other important social reinforcers.
- Be creative with reinforcers; star charts, smiley faces, and small toys work well with young children.

PRESENTATION

- Make learning fun for the child and parent.
- Be careful to use just enough help to make the child successful...too much help slows the learning down; too little leads to frustration.
- Be positive when correcting the child's mistakes.

TRANSITION FROM ACTIVITY TO ACTIVITY

- Consider the child's attention span; don't "burn out" the child's enthusiasm for the activity.
- Be definite; let the child know what is going to happen and follow through.
- Avoid ending the activity when the child is in the middle of it.
- Reinforce the parent for his or her participation. Find something positive the parent does during the demonstration of the activity and build on it.

The structured activities are an important part of the teaching process. Clearly, the activities produce specific outcomes or benefits for the child in the form of increased skill acquisition. The structured approach is preferred since it assures that teaching is individualized to the child's specific needs and learning style. Not only are objectives developed based on the assessed needs of the child, but each activity includes the reinforcement and correction procedure that the child best responds to. The structured activities also enable the child to be taught in a consistent way each day during the week.

Parents gradually learn many important teaching techniques. Some of these techniques are:

* Selecting appropriate activities to teach.
* Observing and evaluating child progress.
* Modeling or showing the child the correct response.
* Reinforcing correct responses.
* Giving child aid in performing a skill until the child can do it independently.

The parent is presented with a verbal and written description of each activity and how to teach it. Then the home visitor provides a demonstration for the parent. The parent has a chance to teach the activity under the watchful guidance of the home visitor. Through this individualization process, the parent learns what to teach and how to teach.

Benefits of the structured activities for the child:

1. Objectives are based on the child's needs.
2. Activities are designed with the child's specific learning style in mind.
3. Activities are taught in a consistent manner on a daily basis.

Benefits for the parent:

1. Parent learns to teach developmentally appropriate activities for the child.
2. Parent learns specific teaching techniques.
3. Parent practices the use of good teaching techniques.
4. Parent is provided with individualized instruction for teaching the child.

4. The child has an opportunity to take the lead in the activity using skills in novel ways.
5. They encourage the use of household objects as teaching materials and the incorporation of educational activities into the daily routine.
6. Component information is presented on the child's level.

INFORMAL ACTIVITIES

Once all of the structured activities have been presented, the home visitor can introduce the informal activities.

The informal activities are as important as the structured activities and serve several functions:

1. They enable the parent to help select and carry out activities with the children during the home visit. This experience will provide the parents with confidence in continuing and further developing their role as teachers.
2. They provide the child with opportunities to practice skills already learned. The skills are used in a variety of situations and with different materials.
3. They enable the home visitor to expose the child and parent to new concepts and to determine whether the child is ready to begin learning a new skill.

INFORMAL ACTIVITIES
30-35 MINUTES

WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR

WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH -

- MAINTENANCE
- GENERALIZATION
- READINESS
- EXPOSURE

HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.

7. They provide the home visitor with opportunities to model positive correction procedures during unstructured activities.
8. They provide the child with the opportunity to explore his/her creativity.

"Well, Ben, you sure have been working hard! Why don't we make a little snack and then we can play some more," Mary suggested. "Can we play with the ball later?" asked Ben. "Sure. Now go ask your sister to bring the puzzle, then we'll all make nachos."

Unlike structured activities that are worked on in a one-to-one teaching setting, informal activities are intended as in-home group experiences. Therefore, be sure to include siblings in these activities.

Similar to structured activities, the emphasis during the formal activities should be on the parent. Through these activities, the parent will practice teaching skills in informal ways, with the home visitor serving primarily as a consultant or aide to the parent.

There are several techniques that the home visitor can employ to help the parent take the lead with the informal activities:

- The home visitor should not sit between the parent and the child. To do this encourages the home visitor to direct attention either to the parent or the child, but not both. It also makes it more difficult for the parent and child to interact directly. Finally, the child is more likely to look to the home visitor than the parent for help, instructions, and reinforcement. (Remember this suggestion anytime there are seated activities during the visit.)
- Go over the different activities you plan to present. Let the parent select those activities he or she feels most comfortable teaching.
- Briefly discuss the directions with the parent. Discuss which of you will do which parts. This will allow the parent to select the parts of the activity that he or she feels most confident and prepared to work on.
- Start the activity, such as reading a book. Then pass the activity to the parent to continue. This will give the parent a chance to see you model the teaching briefly and will give the parent an idea of how to continue.
- If you have worked on an activity during an earlier home visit and plan now to present a similar activity, remind the parent of the earlier activity, give verbal cues for presenting the new one and then let the parent teach it.
- Gradually, week by week, increase the parent's participation in the informal activities. Start slowly and be specific about

what you hope to accomplish with each activity. As parents become more comfortable let them work more on their own.

- Remember to reinforce the parents success and be positive when you need to correct. Like all of us, adults and children alike, parents need to know when they are doing something well and if mistakes are being made, they want to know how to correct them.
- If the parent is working with the target child, you may need to help keep the siblings occupied.
- When starting an activity, hand the materials to the parent, not the child. This ensures that the parent will get involved in the activity.
- If the parent runs into a problem while teaching, verbally cue the parent rather than stepping in and taking over the activity.
- Let the parent present new and challenging materials to the child. This puts the parent in the spotlight as the teacher.
- If the child is having difficulty and looks for assistance, let the parent respond. It would not help the parent, or the child for that matter, if the parent is expected only to work with problem-free situations. Initially, you may have to demonstrate ways the parent could handle a situation, but gradually help the parent depend on you less.

"Ms. Franks, I'd like to make nachos today for the snack. They're really nutritious and easy to make. And making them will also help Ben practice cutting with the knife. Which part would you like to do?" Mary explained the activity to Ben's mom. Ms. Franks replied, "Well, Mary, they sound good, but I've never heard of them before. Why don't I help Ben with cutting the cheese to put on the crackers? Then you can help him make the nachos." "Fine," said Mary.

Explain the goal for each informal activity to the parent. If the goal of an activity is to review or generalize a specific skill or skills, be sure that this is clear to the parent. In order for parents to be effective in teaching, they must know what they will accomplish with the activity.

If you find a parent reluctant to get involved in teaching informal activities, it may be due to one or more of the following:

- The parent does not know what he or she is trying to teach the child or why.
- The parent is unsure of how to go about teaching the activity; what materials to use, how to introduce them or how to get the child to respond.
- The parent does not view him or herself as the teacher. While this is common for parents new to the program, if after several weeks the parent still feels that the home visitor is the child's

teacher, then there is a major misunderstanding. Such communication problems need to be attended to immediately.

Up to this point, the role of the parent during the informal activities has been stressed. The home visitor must also consider the child while presenting informal activities.

Unlike the structured activities which are intended to teach the child specific skills, one informal activity can include several skills. An informal activity can be used for practicing one skill, generalizing another, and introducing the child to yet another. For example, you may want the child to practice adding body parts to an incomplete person, something that the child learned to do two weeks ago, but has never done with any materials other than the pictures you brought to the home. You may also want to review feelings of happy and sad, which is something that you have not worked on with the child in quite some time. Finally, you are considering teaching the child his or her full name starting next week, so you are interested in seeing how well he or she can do it now to help you prepare a reasonable objective for the next home visit. When planning and presenting an activity to work on these skills, remember to make it fun. You might do the following:

- Tell the child that he or she is going to draw a picture of himself.
- The first thing the child needs to do is lie on the floor.
- Trace around the child's body.
- Have the child add the missing body parts: nose, mouth, ears, fingers, etc.
- Discuss how the child in the picture feels and why he might feel as he does. Encourage the child to draw the appropriate facial expression.
- Have the child say his or her full name giving only as much help as the child needs.
- Tape the picture to the door of the child's closet.

In just 10 to 15 minutes the child has worked on a number of skills that are appropriate and worthwhile. The parent has also seen how skills that the child has worked on can be incorporated into a simple activity. The child has given input into the direction of the activity. All of this is accomplished through the presentation of an informal activity.

This brings up an important point: the "informal" of the informal activity is its presentation, not its preparation. While the child may be unaware of goals and intentions of the activity, the home visitor and parent should be. These goals must be set with the individual child in mind. Even unit activities are individualized.

Unit activities are those informal activities that a home visitor plans for all the children he/she works with, and are usually centered on a theme such as "winter." While the same activity is brought into each home, the home visitor will emphasize different aspects of the activity to make it suitable for each target child. For example, an activity based on the theme "winter" might be making a picture of a snowman. The home visitor might have as goals: drawing the circles for one child; cutting them out for another; and naming the position of the snowballs (on top of, in the middle, on the bottom) for yet a third child. Exactly which aspect of the activity the home visitor will stress depends entirely on the individual child.

Some of the informal activities that are presented have a different goal than those discussed thus far. Learning specific skills and then generalizing them is very important in the education of any young child. Having an opportunity to use these skills spontaneously as the child chooses is also important. This helps the child integrate the skills and will enable the child to use the skills later in new ways. Art, music, and story telling activities, among others, provide fine opportunities for the child to use acquired skills in novel, creative ways.

"OK Ben, before we finish up, how about playing with the ball? What would you like to play? You show us and we'll all follow along."

When presenting such activities, give the child the lead. Allow the child to give the other participants instructions and to direct the course of the activity. You may want to teach the child a particular dance step through a music activity, but sometime during the activity have the child dance creatively and even teach you a step. When teaching verses of a song, have the child make up a verse.

Informal activities can be open-ended allowing both the parent and child to explore new directions and express their imagination. It is important to teach parents that skills such as problem solving can be explored through activities which have no specific end goal. Creative movement, non-competitive games, and exploring ones own imagination are just some of the magical joys and learning experiences we want to share with a parent and their child.

Remember that one of the goals of the informal activities is to demonstrate to the parent how to incorporate learning into the daily routine. As you work on an activity, suggest ways in which the parent could work on the skills during the day without necessarily interrupting daily routine. Then ask the parent to suggest other moments during the day to work on the skills.

CHILDREN CAN LEARN IN THE KITCHEN, BATHROOM, LIVING ROOM, BEDROOM AND OUTDOORS; WHILE THE PARENT COOKS, CLEANS, DOES THE WASH OR RELAXES.

Perhaps the most successful way to teach the parent that learning need not take place at a table is to demonstrate this. Work at a table with those activities that require it. Otherwise, change the work location. Drawing lines can be done with chalk on the sidewalk or with a stick in sand. This is true of many other activities as well.

When presenting activities, also use household items as the educational materials. It is a common, but inaccurate, idea that effective teaching requires expensive store-bought materials. One of the greatest accomplishments of a good home visitor is teaching a parent that helping a child learn a skill does not equal the cost of an educational toy. If the parent understands that common objects can be utilized to teach the child, it is easier for the parent to recognize that each time he or she uses one of those objects or sees the child playing with it, there is an opportunity for teaching and learning.

In summary, the child and parent learn many new skills through the structured activities. The informal activities then help in expanding on these otherwise limited and isolated skills so that they can utilize them in situations that vary from the structured setting in which the skills were initially learned. The child first practices, then generalizes the skills and ultimately combines them, enabling the child to interact with his or her environment in ways he or she previously could not. The parent learns to use newly acquired skills through basically the same process so that, through practice he or she will eventually generalize teaching skills to daily occurrences.

PARENT EDUCATION ACTIVITIES

The home visitor has covered a lot of ground with the child and parent by the time that they begin working on the parent education activities.

When presenting parent education activities, the home visitor will need the parent's undivided attention. The home visitor may need to give the children a game or toy brought along to keep them interested for the few minutes needed. The children could also continue the activity they were doing during the informal section of the visit.

PARENT EDUCATION ACTIVITIES
20-30 MINUTES

WHO: PARENT, HOME VISITOR

WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES

HOW: THIS IS ACCOMPLISHED BY:

1. PLANNING WEEKLY CURRICULUM ACTIVITIES
2. SHARING COMPONENT INFORMATION
3. SHARING PROGRAM INFORMATION
4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

"OK Ben, why don't you keep playing ball for awhile? Your mom and I are going in to talk for a few minutes. Call us if you need something," Mary suggested.

Since the activities from the structured and informal activities are still fresh in the parent's mind, begin the parent activities by having the parent help plan the activities for the next home visit. Including the parent in the planning process should begin on the first home visit.

All parents, like their children, have different learning rates and styles. As parents learn the different aspects of planning, give them the freedom to take over a part and begin working on the next step with them.

1. CURRICULUM PLANNING

The parent can help plan both the structured and informal activities. Start with selecting skills to be taught to the child. For parents who have a realistic opinion of their child's abilities and limitations, it might be enough for the home visitor to suggest the developmental area from which a skill should be selected. Other parents, however, may need to select from two or three skills offered by the home visitor.

"Ben did very well today, don't you think? You must have worked a lot with him during the week, Ms. Franks. What do you think we could work on next week? You mentioned that you were anxious to have him take care of himself better. According to his checklist, it looks as though he's ready to start brushing his teeth, buttoning his clothes, and washing his face and hands. Which of these would you like to try out?", Mary asked Ben's mom. "If he would like to learn to button his own shirts and coat it would be a big help to me," she replied. "Well, let's start with that then."

Getting parents to select appropriate skills may take from one home visit to several months, depending on the individual. Once the parent is selecting appropriate skills without difficulty, the home visitor moves on, encouraging parent participation in other aspects of planning structured activities, such as choosing the materials, reinforcement, correction procedure, and doing task analysis on a behavior.

Initially the home visitor is responsible for the planning process, but gradually, week by week, the responsibility for the planning becomes the parent's. Of course, at each step along the way, the home visitor must provide instruction for the parent, providing a rationale for including the step in planning and helping the parent perform the step.

What better way for the parent to learn how to teach the child! As the home visitor provides the parent with individualized instruction on how to plan activities, the parent is actually teaching the child new skills during the week, using activities that have been planned in the same way.

It is very reinforcing for both the home visitor and the parent when the parent completes the first activity chart alone. This is a good indication that the home visitor is accomplishing an important goal of helping the parent become a better teacher of the child.

The parent also helps the home visitor plan the informal activities for the next home visit. By planning informal activities a week in advance, the home visitor and parent can review the plan and determine which of them will carry out each activity or part of each activity.

"Next week I'd like to work on a Thanksgiving activity. It would be nice if we could work cutting and the past tense into it to give Ben some practice with those skills." Ms. Franks looked a little uneasy and said, "I don't know what we could do." "How about if we make a turkey by cutting a body out of construction paper? We can make feathers by gluing different colors of dried corn and beans on the body. Then we could read him a story about Thanksgiving. Ben can tell us what the characters did." "That's a good idea. I'll read the story, but you'll have to make the turkey," laughed Ms. Franks. "Maybe we can all do it together." Mary made a note that she would bring materials for the activity on the next visit.

They can also choose or make the materials that will be needed. Planning the informal activities during the home visit is best reserved until the parent has gained confidence in carrying out the activities, and choosing the activities and materials without difficulty. In this way, when the home visitor discusses maintenance and generalization of skills with the parent, the parent will have a better understanding of these processes and their importance.

Again, remember that initially you will have to do the majority of the planning. Teaching parents to plan informal activities should be individualized to their learning styles and personal situations. How quickly and effectively a parent participates in the curriculum planning process will depend in part on how committed you are to helping the parent recognize his or her own potential as a teacher.

2. COMPONENT ACTIVITIES

Component activities on the adult level are presented during this part of the home visit. These activities may have been planned using a unit or theme approach, or based on the needs of the parent. In either case, the information presented must be individualized for each parent and home situation. For example, you may have planned a safety activity for the parent on toxic household substances. To make this information useful help the parent identify an appropriate place in the home that could be used for safely storing medicine, cleansing agents and poisons.

An activity in one of the component areas might best be accompanied by a handout on which to base your discussion with the parent. Be sure the information is presented in clear, non-technical language. As you adapt the information to the specific family and home you are working in, encourage the parent to write these adaptations on the handout to refer to later. Give the parent a folder in which to keep all handouts. Some parents like to have the handout a week in advance of the discussion. They can then read it and prepare a list of comments or questions.

Another helpful idea is to coordinate your parent activities with information presented at parent meetings. Help parents apply the information to their own situations. This can be very helpful in getting the information to come alive for the parent.

In most cases, you will be exposing the parent to information rather than doing in-depth training. You will have neither the time nor the expertise to do so. However, encourage the parent to share any questions with you, and don't be afraid to tell the parent when you don't know the answer. Jot the questions down and let the parent know that you will find out the answer and that you will both learn something new. The parent will not expect you to have all of the answers, but will appreciate the fact that you have done something "extra."

3. SHARE PROGRAM INFORMATION

In doing this it is helpful to have all upcoming information written down for the parents. They will also serve as a reminder to the parent when you are not there. It is important that you discuss the different ways a parent can become involved in their child's program. This does not always have to be directly related to the child. Some parents might feel more comfortable planning a fund raising event or arranging a field trip. Provide the parent with lots of support and encouragement in getting involved in your Head Start program. You might offer a shy parent a ride to their first parent meeting or have another parent pick them up. Initially it might be hard for some parents to get involved but don't give up. Keep an open mind to possible ways of involving parents. It is important to help parents recognize that they are valuable members of the program and that the program would benefit from their time and ability.

4. ADDRESS PARENTAL EXPRESSED NEEDS

During the parent activities time, the home visitor will also address one of the expressed needs of the parent. When working on these needs, the home visitor is not as much an educator as an in-the-home resource person. Home visitors are not expected to be experts in all fields. They are not social workers, doctors, psychologists or marriage counselors. Thus, when the parent has expressed a need, the role of the home visitor is limited to helping the parent locate, contact, and follow-up appropriate resources.

"You asked me last week if I knew of any places that needed temporary help, Ms. Franks. I checked into it the other day. There is a place called MANPOWER that has an office in town. Apparently they arrange temporary jobs for people. The phone number is in the book. Would you like to talk with them?" "Mary, I wouldn't know what to say. I haven't worked since Jean was born," countered Ms. Franks. "Let's try it once, I'll make believe I work at the MANPOWER office and you talk with me as though over the telephone." "I don't know, Mary." "Oh, let's give it a try. Who knows, maybe you could get a job!" "OK, but I'll feel silly," said Ms. Franks. She wound up calling before Mary left the visit.

As with all parent activities, it is important to individualize them to meet the parent's expressed needs. The intention of these activities is to help the parent find solutions to the problems they are having. As you work toward a solution, encourage the parent to be as independent as possible. Suppose a mother were to discuss with you that her husband has left and that she is having difficulty making ends meet. She doesn't know what to do and is not aware of the resources in her community that could help her with the problem. The home visitor and the Social Service Coordinator could help the mother in a number of ways. They could:

* Explain the Aid to Dependent Children (ADC) program offered by the Department of Human Services.

* Give the parent the phone number to call for applying for ADC.

* Give the parent the name of a person at Social Services that she could contact.

* Arrange transportation for the parent.

* Drive the parent.

Each step represents increased responsibility for the home visitor. Help parents use their own strengths and resources. Give only as much help as they need to find their own solutions.

The more parents do on their own, the more independent they will become. Working toward this end should be your goal as you present activities that address parent needs.

Barbara L. Wolfe

THE REST OF THE STORY

Following the suggestions for planning and implementing the home visit will start you out on the right track for successful home visiting. Most of your home visits will run smoothly and be effective in teaching parents to teach their children. However, there will be situations which cannot be handled by planning and implementing the visit as suggested. Working with adults in environments that are not controlled by you can make home visiting an exciting and challenging experience!! Surely you will encounter situations that will need special attention. The following guidelines and sample situations should provide you with basic strategies to help solve the predictable and not so predictable problems that you are likely to encounter as a home visitor.

This section will be divided into three parts. "Starting the Program Year" presents ideas for introducing parents to the home-based program, and suggests a format for the initial home visit. Part II, "Issues in Home Visiting," presents many questions that are frequently asked by home visitors. All of the suggested methods of handling special problems have been tried and have been successful in at least one situation. This list of suggestions is by no means complete, but you can use them as guidelines to solve problems. Think positive; where there is a problem there is also an answer. The final part of this section is "First Aid for Home Visitors." Home visitors need support in dealing with problems unique to home visiting. Included are hints which have helped home visitors meet their responsibilities in an efficient and effective manner. Also discussed is the staffing procedure for problem solving and a recording method to ensure accountability. The following table lists all the topics covered in each section.

PART I: STARTING THE PROGRAM YEAR

How do I get off on the right foot?

Parent/Home Visitor Agreement

Parent Orientation

How do I determine a schedule for the week?

What do I do on the first home visit?

PART II: ISSUES IN HOME VISITING

How do I build rapport with parents and motivate them?

If working with a handicapped child, how do I deal with the parent's feelings about having a handicapped child?

What do I do if the T.V. or stereo is on?

What do I do if there is no place to work?

What do I do about siblings?

What do I do about friends and relatives who drop in during the visit?

What do I do if no one is home?

What do I do if the parent leaves the room?

What do I do about lost materials or activity charts?

What do I do about non-reading parents?

How do I help the parent with the child's misbehavior?

PART III: FIRST AID FOR HOME VISITORS

Informal staffing

Hints for home visitors

Recording Your Home Visit

PART I: STARTING THE PROGRAM YEAR

HOW DO I GET OFF ON THE RIGHT FOOT?

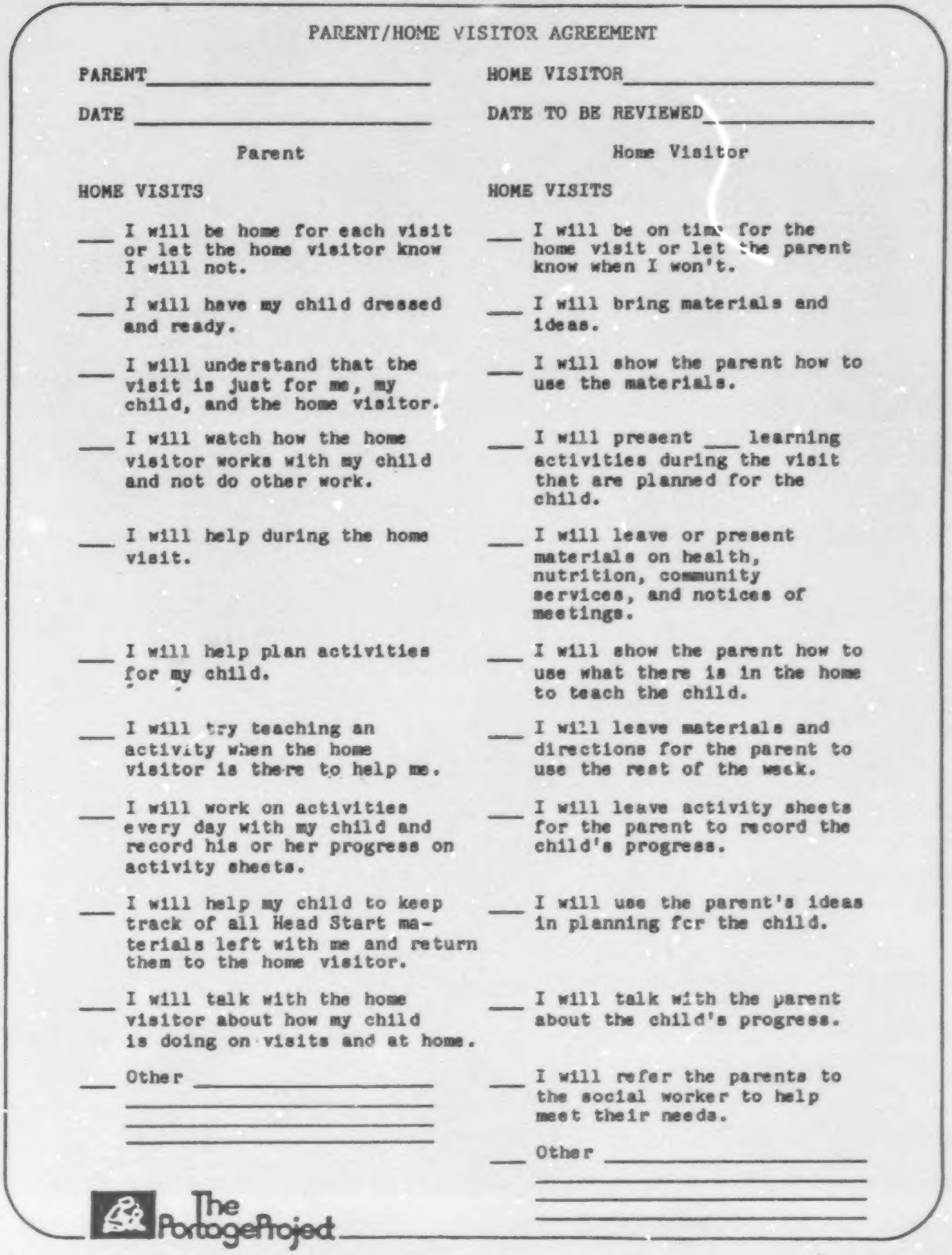
You can avoid many problems that arise during the year by some planning before your visits begin. Remember parents don't always know what to expect in a home visit. At first, the parent may be unclear about what he or she as the parent and you as the home visitor are expected to do. You should emphasize the importance of the parent's role as a partner in the home-based program. Keep in mind that parents and home visitors are dependent upon each other in a successful home-based program and that each has responsibilities that must be fulfilled.

PARENT/HOME VISITOR AGREEMENT

One way of outlining responsibilities is to develop a parent/home visitor agreement (see Figure 1). The agreement can be discussed either at the parent orientation or on the first home visit. You should stress that you will be there to help in planning and teaching activities. Any unsuccessful activities will be re-evaluated by both of you, and together you will plan alternative strategies. Understanding this will put many parents at ease and reduce their hesitation to carry out activities. The parent will have more confidence in actively participating in the program if he or she truly understands this partnership.

A copy of the agreement is left with the parent and one is kept by the home visitor. With this initial step you will lay the groundwork for mutual expectations and will set the tone for the remainder of the year.

Figure 1



PARENT/HOME VISITOR AGREEMENT

PARENT______________________

HOME VISITOR______________________

DATE ______________________

DATE TO BE REVIEWED______________

Parent

HOME VISITS

___ I will be home for each visit or let the home visitor know I will not.

___ I will have my child dressed and ready.

___ I will understand that the visit is just for me, my child, and the home visitor.

___ I will watch how the home visitor works with my child and not do other work.

___ I will help during the home visit.

___ I will help plan activities for my child.

___ I will try teaching an activity when the home visitor is there to help me.

___ I will work on activities every day with my child and record his or her progress on activity sheets.

___ I will help my child to keep track of all Head Start materials left with me and return them to the home visitor.

___ I will talk with the home visitor about how my child is doing on visits and at home.

___ Other ______________________

Home Visitor

HOME VISITS

___ I will be on time for the home visit or let the parent know when I won't.

___ I will bring materials and ideas.

___ I will show the parent how to use the materials.

___ I will present ___ learning activities during the visit that are planned for the child.

___ I will leave or present materials on health, nutrition, community services, and notices of meetings.

___ I will show the parent how to use what there is in the home to teach the child.

___ I will leave materials and directions for the parent to use the rest of the week.

___ I will leave activity sheets for the parent to record the child's progress.

___ I will use the parent's ideas in planning for the child.

___ I will talk with the parent about the child's progress.

___ I will refer the parents to the social worker to help meet their needs.

___ Other ______________________

The Portage Project

Figure 1 (cont.)

Parent

CLUSTERS

___ My child and I will come to cluster each and every time.

___ I will volunteer in the classroom ___ days a year.

___ I will give ideas for clusters.

___ I will get materials ready with the home visitor's help for the cluster.

___ I will present activities at the cluster.

___ I will be in charge of the children at the cluster with the home visitor's help.

___ I will go on field trips.

___ Other ______________________
____
____

Home Visitor

CLUSTERS

___ I will plan activities for clusters.

___ I will set up the classroom, bringing needed materials.

___ I will present group activities such as singing, games, crafts, storytime, acting out stories, field trips, etc.

___ I will help in teaching the child to learn to get along with others, share, and take turns.

___ I will help the child learn to use good table manners.

___ I will allow time for activities that the child chooses to do.

___ I will help the parent plan activities for the clusters.

___ I will use ideas the parent discussed with me for the clusters.

___ I will get materials the parent needs for the cluster.

___ I will let the parent teach activities at the clusters.

___ Other ______________________
____
____

Parent's signature ______________________

Home visitor's signature ______________________

Review comments: ______________________________________
____
____

A copy of this form can be found in the Form Packet of the handout section.

PARENT ORIENTATION

Plan a program orientation at the beginning of the year. Some things to remember in planning this orientation include:

- LENGTH: It should be no longer than three hours, including refreshment time.
- PLACE: It should be held in a building that includes a comfortable room, big enough for the maximum number of people you expect.
- BABYSITTING: Try to arrange on-site babysitting (make sure the building has a separate room equipped with toys). Ask for help from fellow staff members, volunteers, parents, a high school home economics class, bus drivers, or consider providing an allowance for babysitting costs.
- TRANSPORTATION: Provide transportation, arrange car pools or pay mileage.
- REFRESHMENTS: Provide refreshments or have a potluck.
- PARENT HOSTS: Consider enlisting former or returning home-based parents to help with the orientation. They can phone parents to invite them to the gathering, make and send invitations. greet everyone, hand out nametags, introduce new parents to each other, assist with refreshments, or any other jobs that will help your orientation run smoothly.
- EXPLANATION OF THE HOME VISIT: Use part of the orientation to explain what you and the parents and children will do on a home visit. You might role play a home visit with other staff members or with returning parents, or show a video tape of an actual home visit. After the role play or video tape, brainstorm with the parents. Let them list things they would like to learn to do with their children; have them share things that they are already doing with their children; or have them decide how they might prepare the home and their children for a home visit.
- PARENT ADVOCATE: Have a parent who has previously been in the home-based program speak to the group about what he or she gained from participation. Be sure to prepare the parent well--you may wish to follow a question and answer format so you can prompt the parent if the going gets tough.
- COMPONENT STATIONS: Set up stations for each component coordinator. Divide parents into small groups and have them rotate to each station. Component coordinators should explain the important aspects of their roles as they relate to home-based and explain how they can and will assist the parents if necessary.
- PARENT/HOME VISITOR AGREEMENT: As mentioned previously, you may use the orientation to explain the parent/home visitor contract and to have each person sign it. Remember, some parents may be seeing what is expected of them for the first time and they may decide

that this is not the option that best suits their needs. That is to be expected and it can eliminate problems in the future.

- A GENERAL REMINDER: Involve parents as much as possible in the orientation. The more input they have, the more they will learn and the more they will see that they are partners in the process.

HOW DO I DETERMINE A SCHEDULE FOR THE WEEK?

With a properly planned schedule, you should be able to begin and complete your home visits at the appointed times. You would also allow time to plan activities, attend staff meetings and in-services, travel, complete records, conduct group experiences, make referrals and fulfill the many and varied responsibilities of home visitors. The following are some tips for organizing a schedule that works!

- Start with a sheet of paper listing the days of the week, the hours you will be expected to work, and all inflexible weekly activities (for example, staff meetings and group experiences). Then begin filling in your home visit times.

- A recommended caseload would be no more than 12 families, 13 children, based on a 40 hour work week.

- If you are a new home visitor build up your caseload slowly if possible. Start with as few families as possible and add new ones as your routine becomes established.

- Try not to schedule more than four visits per day...three visits is preferable. A visit for one child should be no less than one hour... an hour and a half is best. If there are two enrolled children in the home, the visit should last two hours.

- The day and time for each home visit should fit into the family's schedule as much as possible. When scheduling families, accommodate those with less flexible schedules first...for example, mothers who work or go to school or who have several young children at home.

- Allow plenty of time between each visit. You will need to give yourself sufficient travel time and time to review your plans for the next home visit.

- Keep at least one 2-hour time slot open each week for rescheduling missed visits.

- Save time at the end of the day, or if possible, between each home visit to write down ideas and begin planning for next week's home visits. It is best to do this while the ideas are still fresh.

- Allow yourself 20% of your total work hours for planning and record keeping during the week. Depending on administrative policy, this time could be spent at the office or at home. This time allows you the opportunity to meet with your Education Coordinator or other specialist to discuss any special needs a child or family might have. Be sure to solicit their ideas in planning activities for children and their families.

WHAT DO I DO ON THE FIRST HOME VISIT?

A common fear expressed by home visitors is: "I've just knocked on the door for the first time.... Now what do I do?" The first home visit is important if you want to get started on the right foot, you need to muster all your confidence, enthusiasm and professionalism. It helps if you remember that the parents are probably just as nervous and uncertain as you are. They are not likely to have ever had a home visitor come to their home to work with them. This may be a very new and intimidating experience.

As mentioned before, the best thing you can do is to plan ahead. Start that very first home visit by following the same structure you will use for the rest of the program year. Remember that most parents have a very busy schedule and have taken special steps to participate in your visit. By establishing the routine from the beginning you are demonstrating to the parent that you have an important purpose for visiting the home and that you've planned in order to meet that purpose.

Beginning the Visit: Establish eye contact with the parent and child and extend a cheery greeting to both. Find a good place to work--a kitchen or a dining room table is preferable, but a couch with a coffee table or the floor will do for now. Explain to the parent everythin you plan to do on this visit an how long you intend to stay.

Structured Activities: You can then begin teaching by introducing one written activity. Review the home teaching process with the parent and be sure to follow it as you present the activity (see "Implementing the Home Visit"). Make a written activity simple and fun for both the parent and child--perhaps a homemade game they can play together, some books to read, making an animal book of magazine pictures that can be added to each day, etc. If you have screening or assessment information on the child, use it to plan the activity. This will help ensure its appropriateness. Present only one written activity on this first visit and build from there.

Informal Activities: Next, conduct your educational screening if this has not already been completed. Do this during the informal activity time. If screening has been completed, then begin filling out your developmental checklist. Again, this will need to be introduced and explained to parents. Choose one developmental area to assess, and take the materials necessary for doing 10-20 items from the checklist in that area. Be sure to explain the relationship between planning activities and completing the checklist. This will prepare the parent to help you in targeting skills during the second and subsequent home visits. Plan additionally to do a creative activity with the parent and child during the informal activity time. Do an art project, present a finger play, make a snack, sing a song, dance to music, play a game -- anything to get everyone interested and involved.

Parent Education: You may need to take Head Start forms for the parent to fill out (for example, health forms, social service forms, parent questionnaire, etc.). This can be done during the parent education part of the visit. Discuss each form with the parent and help complete them if necessary. This is also the time when you may have that cup of coffee with the parent that he or she has offered. Use the opportunity of one-to-one time with the parent to ask if he or she has any questions about the home-based program and responsibilities. If the parent was unable to attend the parent orientation, them review all important points from the orientation, including the home visiting process and the parent/home visitor agreement. Find out what things the parent would like the child to learn during the coming year. To help focus on the child's strengths, ask the parent what activities the child performs well. Find out things the parent likes to do with the child. Also, set a permanent day and time for future visits.

Establishing a Time Frame: Be sure to complete this first home visit within the time specified. Establishing consistency and routines from the beginning will pay off as time goes on. Plan an additional activity for the child and parent to do in case you find yourself with extra time. If time runs short, finish what you are doing, complete any "must do" tasks and save the rest for next time.

Remember: Above all, on the first home visit, listen and observe. Get to know the parent, the child, and the environment. Notice any positive points from which you can build in the future. Relax. Be flexible. Enjoy yourself. Even the very first home visit can be fun if you plan ahead and use it as a learning experience for everyone.

PART II: ISSUES IN HOME VISITING

HOW DO I BUILD RAPPORT WITH PARENTS AND MOTIVATE THEM?

The most important factor in building a good working relationship with families is your attitude. It must be positive. You need to treat parents with respect and with an attitude that says, "You are important and I know you can teach." Focus on parents' positive traits and build on those. View each person as a unique individual who has a great deal to offer if he or she is given the chance. You must believe that parents care about their children and want them to attain their maximum potential. Finally, realize that parents are the most important teachers of their children and that through instruction, demonstration, and encouragement they can improve their teaching skills. In short, you must have high expectations which won't crumble if you experience a setback.

If your attitude is positive, then building rapport comes more easily and naturally. You can begin building rapport from the first moment you meet. But in doing so, don't lose sight of the reason you are in the home. You are there as a family educator, and you have a job to do.

Here are some tips for building rapport and motivating parents.

A. During the Home Visit

* Make the parent the focus of your visits. Let the parent know that you are interested in his or her growth as the child's teacher. Talk to the parent. Assist through feedback. Let the parent work with the child. Help develop the parent's role as a teacher of the child.

* Begin working with the parent and child on specific activities immediately. This sets a tone for the home visits and can provide an excellent opportunity for reinforcing the parent and child. Parents will feel good about their abilities as they begin to see that they can and do teach their children.

* Don't overlook the role that the activities you bring can play in building rapport. Many times the experience of working toward a common goal - teaching the child - is the best way to build rapport.

* Plan activities around daily routines. The child could count floating objects in the bathtub, point to colors while helping set the table, learn matching skills while sorting the laundry, learn measurement and pouring while the parent watches, and so forth. Be as creative as possible in planning activities that fit into daily routines.

* Be sure the parents understand the rationale for each and every activity they are to teach. Make it a habit to discuss the reason for the activity before you present it to the child.

* Discuss the daily routines with the parent (for example, bedtime, mealtimes, naptime, etc.) and use this schedule to help the parent select a good time to work on activities each day.

* Be flexible with the type of activities you take into the home. Try to ensure success for the parent. During a particularly busy or difficult time, take in more loosely structured activities that require less of the parent's time. As soon as things settle down expect the parent to spend more time again.

B. Taking an Interest in the Family

* Find out what the parent is interested in--a hobby, a sport, a job--and take an interest in that too. You may find a good recipe and share it with someone who likes to cook, a magazine article on camping for someone who enjoys weekend camping trips, or bring a plant problem that you are having to someone who loves plants. Use your imagination. Be thoughtful.

* Be a good listener. This means stop talking, be interested, put yourself in

the parent's place, be patient and ask questions.

- You might send a birthday card to the child or parent and a holiday greeting to the family.

- If you have taken pictures of the child and parent (always a good idea for language stimulation) make a copy of a particularly good picture and send or give it to the parent.

C. Through Reinforcement

- Compliment the parent on things he or she has taught the child already and/or special things around the house. Be honest about this praise and look for positive things.

- Use part of the parent education section of the home visit to assist parents in pursuing a goal. Help them enroll in and study for Graduate Equivalent Degree (GED) course work or tests, work on a craft together, assist with food budgeting, etc. This can be used as reinforcement for working with the child during the week. A reminder - do only those things that you feel competent to do. Make referrals if it is not within your expertise.

- Reinforce the parent for working with the child during the week, for good attendance on home visits, or for any progress made in working with the child. Give recognition in the newsletter, make and distribute certificates for good work, take the parents and/or their children on an extra field trip as a reward.

- After you have left an activity to work on for the first time, give a call or send a postcard two or three days after the visit to let the parents know you are thinking about them. Wish them luck on the task. Ask if there are any problems with the activity. Help them decide what to do if there are problems. Remind them of the time and day you will be coming again.

- Have a "Parent of the Month" feature in the newsletter as a reward for good participation.

- Promote socialization among parents as a reward for participation. You might help organize an exercise class, a bowling team, a parent field trip, a baseball or volleyball team, or a garage sale.

D. With Parents as Partners

- Allow the parent to teach YOU some things. Remember, you are partners and this implies a give-and-take relationship. Let the parent tell you about the child and what works with him or her. Let the parent assist you in planning activities for home visits. Be receptive to a parent's suggestions on ways to teach activities and to reinforce the child.

- Let the parent know that you don't have all the answers, and that you've shared some common experiences and problems (for example, toilet training your child, learning to be consistent and follow through, finding time to do everything).

* Be patient. Sometimes we expect adults to change behaviors too quickly. Remember, adults have different learning rates and learning styles, too. It takes a long time to change well-learned behaviors. You will need to give the parent time and focus on those behaviors that have changed -- no matter how small they may be.

* Utilize the parent's skills and talents whenever appropriate. Ask someone who sews to help make paint smocks. Someone who likes to cook might want to share skills at a parent meeting or a children's group experience. Someone who is artistic might decorate the office or center with a mural or design the cover for the newsletter. A musician can be a tremendous lift for a parent or child gathering. Sometimes the recognition gained from sharing talents can motivate further involvement.

E. Using Others as Resources

* Use your fellow staff members as resources in solving your problems. Follow the informal staffing procedure that is presented later in this section. Ask another home visitor or your supervisor to accompany you on a home visit to observe. Ask for concrete positive suggestions after you have completed the visit.

* Get an uninvolved parent interacting with an active parent. Seat them together at a parent meeting, ask them to chaperone a field trip together, have them share a ride to a group gathering, or ask them to assist at one of the children's group experiences. Get them talking about the positive aspects of the home-based program. Encourage the active parent to give support.

A word of caution-- all of these rapport building ideas can and do work. But they should NOT be the focus of your visit. They should not take up a large amount of time. You are building a positive WORKING relationship from which you can help the child learn and grow. However, your role is not to become the parent's best friend. You can be friendly and concerned, but keep in mind that your purpose in being in the home is to educate. As stated before, save the parent activities until last--after the work with the child has been completed.

HOW DO I DEAL WITH THE PARENT'S FEELINGS ABOUT HAVING A HANDICAPPED CHILD?

Most parents have high hopes for their children. As they watch their child grow, they make plans for the child and imagine what the child's future will be. As a parent begins to face the limitations brought about by a handicap, the plans may have to be adjusted. They may feel the impact of the handicap in a wide variety of ways, depending on the nature and severity of the handicap, their own attitudes and stability, and attitudes of friends and other family members.

Most parents go through a pattern of adjustment to their child's handicap.

1. At first they may be consumed with their own feelings about the handicap. This may show itself in attitudes of denial, grief, guilt, over-protectiveness, inadequacy, worry, or skepticism.
2. As time goes on and parents begin to understand the nature of the handicap and how it realistically affects their child, they are likely to evaluate the child objectively.
3. Later they may be able to accept and value their child as a unique individual with abilities as well as disabilities.
4. Beyond this stage is the time when they may wish to help other parents of handicapped children.

You may encounter parents at any stage in this process. Remember, that it is not your job to counsel families but you can work together with the parent to reach a stage that will benefit the child and family. Here are some ways to reach this goal:

* Prepare yourself by reading factual information about the handicapping condition. The Head Start Mainstreaming Preschoolers Series and your area Resource Access Project are excellent resources for this information.

* Put parents in touch with available resources. They may appreciate the information contained in the Mainstreaming Series. You might suggest that they contact an advocacy group representing handicapped persons (for example, the Association for Retarded Citizens, The Association for Children with Learning Disabilities, etc.). Such groups can help the parents with their questions or difficulties in raising their child. They can also help parents find services they may need in the future.

* Constantly stress the POSITIVE traits of the child. Point out what the child CAN do. Break down those skills the child cannot yet do into small enough steps so the parent sees continuous growth.

* Help the parent form realistic expectations for the child. Development of long-term goals on the handicapped child's IEP helps the parent see what the child can realistically be expected to do by the end of the year. Show them the steps that will be taken to reach each long-term goal. If the parent asks when the child will do things such as walk or talk, explain that you can't make an accurate prediction. Instead, the parent can look at where the child currently is in relation to the skill and then examine the steps that must be mastered before the skills can be attained. Point out to the parent the need to work as partners in helping the child reach each goal.

- If parents are having a great deal of difficulty coping with the situation and if they express the need, then make a referral. Mental health clinics, school psychologists or advocacy groups often offer programs designed to help families develop healthy attitudes toward themselves and their handicapped child. This can provide parents with needed support.
- Don't stop trying because the parent does not respond to your efforts. Keep showing that you care.
- Admit to the parent your own questions, doubts or inabilities. This may strike a responsive chord in parents who have had the same doubts about themselves. No one really expects you to have all the answers -- but you should know where to go for assistance.
- Empathize with parents, recognize that they are dealing with a difficult situation, but don't pity them. Let them know you are both on the same side -- the child's.

WHAT DO I DO IF THE T.V. OR STEREO IS ON?

Television, stereos, and radios, for better or worse, operate for hours on end in homes throughout the country. People have become so accustomed to the noise that it is no longer a serious distraction for most activities. The noise can present a problem on the home visit, however. As many potential distractors as possible should be eliminated so you can all concentrate on the tasks at hand. Here are some hints on how to turn off the T.V. tactfully.

- Explain to the parents that children work and learn best in an environment that is as free of distraction as possible. Ask if they would please turn the stereo (radio, T.V.) off for this reason.
- Tell the parents that YOU work best with few distractions and that you have lots of exciting activities planned that you'd hate to have interrupted.
- If someone else is watching the T.V., ask if you can work in another room. If you must work in that room with the T.V. on, then seat yourself so the parent and child have their backs to the set and make sure YOU don't watch it!
- If you are coming at a time when the parent's favorite program is on, then ask if there is another time that would be more convenient. Give a choice of times, but make it clear that it is essential that you find a time when you can have full attention.

WHAT DO I DO IF THERE IS NO PLACE TO WORK?

It is preferable to have a table and chairs at which to work, but remember that the child's chair must be high enough so that objects on the table are within easy reach. You can easily modify an adult chair to raise a child by adding a box or a youth chair. You will also need cleared floor space for some activities. If there is no obvious place to work or if the area is cluttered, consider the following strategies.

* Explain that is is helpful if the child and parent have a special work place. This helps create a routine of doing the activities consistently in that place. Find a suitable work place with the parent's help. Tell the parent that a table and chairs provide a solid, comfortable surface for the child and a good place to do activities. You might assist the parent and child in clearing the designated area.

* If there is no such area, you can bring a rug to use as your work area. You may either leave the rug for them to use during the week or take it with you for use at other homes.

WHAT DO I DO ABOUT SIBLINGS?

Imagine how special a child must feel to have an adult -- complete with toys and fun activities -- come to the house once a week. If your home visits are a success, you and mom and dad will be terrific reinforcers for the child. Obviously other children in the home are going to want some of your time and attention too. Siblings may become so demanding of you during the home visit that you cannot achieve your objectives with the target child. You will need some strategies to help manage this situation. You will need to provide structure and also allow for some reinforcement and attention during the home visit.

The following are some suggestions designed to help you control the situation.

* Bring extra activities for siblings. Bring things that they can do by themselves. A large ball, a busy box, stacking toys, blocks, etc. can keep a young child occupied. For older children you might consider bringing coloring books and crayons, paper and colored markers, puzzles, picture books, old magazines and scissors, tape recorded stories with books and recorder, cut and paste activities, simple board games, lacing cards, etc.

* Bring a timer. Tell the sibling(s) that you will need time alone with the parent and Head Start child. Tell them that they need to play alone for awhile. Let them know that if they do this, they will be able to join in the activities later in the visit. Find a private work area for the sibling(s). Set the timer for 10 or 15 minutes (depending on the child's age and attention span) and tell the sibling(s) that when it goes off, they may come in and show you what they have done. You or the parent should reinforce the child for working alone and then reset the timer. Continue in this manner until you have finished presenting all structured activities to the target child and parent. Be sure to reinforce the sibling(s) when appropriate with praise, hugs, stickers, tokens, new activities, etc.

* After you have presented all structured activities to the

target child, set up informal activities in which all siblings can work and play together with you and the parents. Make a conscious effort to plan informal activities in which everyone can be involved. After one or two home visits, siblings will know that they will have a chance to participate too. This is an excellent opportunity to include teaching of socialization tasks such as sharing and taking turns. It can also be a good time to demonstrate management techniques for the parent and to give the parent an opportunity to teach less structured activities.

WHAT DO I DO ABOUT FRIENDS AND RELATIVES WHO DROP IN DURING THE VISIT?

Having a home visitor come to the home can be an event that creates curiosity in others. Family friends and relatives may want to drop by to see what is happening. This can be very reinforcing to you, but if these unexpected visits occur frequently, they may interfere.

Again, you will need to address this situation with consideration for the individual circumstances. The answer to the problem will depend upon the reason for and frequency of these unexpected visits. It will also depend upon how distracting it really is. The following are some hints for dealing with unexpected visitors.

* If this happens infrequently and the individuals do not disturb what you are doing, then you will probably need to say nothing. In fact, you can turn the situation to your advantage. Involve them in the informal activities or let them entertain siblings as you and the parent and child work on the structured activities.

* If it happens frequently and proves to be a distraction, talk to the parent when you are alone about the ways to ask callers to come back later. Help her decide on the actual words to say, like "Having visitors seems to be distracting for my child. If you'll come back later, I'll tell you all about what we did." Try role playing this situation if the parent seems particularly uncomfortable.

* Try putting a sign on the door (with the parent's approval, of course). Simply say, "Our home visitor is here. Please come back at 1:00."

WHAT DO I DO IF THERE IS NO ONE HOME?

Since home-based programs are most effective when visits are made weekly, every effort should be made to see each family each week. You will find that if you establish and follow a permanent schedule, the families will usually be ready for your visit. You may, however, encounter occasional unreported absences. When no one answers your knock, consider using the following strategies.

* Make it a rule that parents must call the office when they are going to miss a visit. Someone at the office should be responsible

for accepting phone calls and should keep a complete time schedule for each home visitor. When a family calls in, this person should immediately contact the home visitor to avoid an unnecessary trip to the home.

- Any time you arrive at the home for a scheduled home visit and find no one there, be sure to leave a note. State the time you arrived, leave a number where you can be reached, and ask the parent to call so you can reschedule the visit.

- Report the missed visit and surrounding circumstances in writing to your supervisor on the Home Visit Report. You should also call the office immediately to report the missed visit. The supervisor should keep an on-going attendance record for each family and home visitor.

- Establish an administrative policy to deal with absences. After two consecutive missed visits the supervisor should contact the family by phone or in person to: a) determine the reasons for the missed visits, b) review the family's and home visitor's responsibilities in the home-based program, and c) agree on solutions to the problems. After three consecutive missed home visits, the supervisor should visit the family and discuss the family's interest in continuing with the home-based program. If they choose to continue, an agreement on roles and responsibilities should be written and signed by both the supervisor and the family.

- It is sometimes helpful to remind parents that you are coming. Call just before you leave for your visit, send a post card during the week to remind them when you will be there again, or post a colorful sign on the refrigerator stating the time and day of your scheduled visit.

WHAT DO I DO IF THE PARENT LEAVES THE ROOM?

Your home visits are designed to focus on both the parent and the child. Therefore, you can do your job ONLY if both are present and participating. You will need to make this clear from the beginning. If the parent does leave the room, consider the circumstances carefully before you mention anything.

- If the parent leaves infrequently and for unavoidable reasons, then it is best to discontinue the activity until he or she returns. While you are waiting, amuse the child. As soon as the parent returns, explain that you're glad he or she is back and continue with what you were doing.

- If the parent leaves frequently and for unavoidable reasons, then examine the situation. How could you work together to eliminate the reasons for leaving the room? Discuss the problem and come to some compromise (for example, changing the time of the home visit, bringing activities for siblings, telling people who call to call back, etc.). Explain why the parent must be there.

- If the parent's departure is frequent and for avoidable reasons, examine what YOU are doing. Are the activities stimulating and appropriate? Does the parent understand why you are doing them? Have you made the parent the focus of the visit or are you focusing on the child, leaving the parent out? Are you including the parent in planning activities? Have you planned activities that will allow the parent and child to experience success? Have you allowed and encouraged the parent to take the lead in teaching as many activities as appropriate?

- When addressing the situation, the direct approach is best. Tell parents they need to be there because the program cannot work without their active involvement. Tell them what progress you have seen in them and their children already, or point out the things they helped the children learn before you came. Tell them that as their skills increase they will be better able to help their children learn new things.

WHAT DO I DO ABOUT LOST MATERIALS OR ACTIVITY CHARTS?

You will find that most families will take care of the materials you bring to the home. But when you begin to experience losses, it can be a heavy drain on the budget and on your time. Here are some strategies that may save you money and worry.

- One of the best ways to prevent lost materials is to find a special place in the home to keep all the items you take. You can take a suitable container on the first home visit and decorate it as one of your planned activities. Ice cream barrels or sturdy cardboard boxes make good permanent storage areas for home visit materials. Help the family locate a place to keep the container, and many of your potential "missing items" problems will be solved.

- If materials are consistently lost or broken in a particular home, try taking in only one commercial material at a time. When an item is returned, then take in a new item. In order to do this, you will need to rely heavily on homemade materials in carrying out many of your activities.

- Monitor yourself carefully. Keep track of materials that are left in the home on the Home Visit Report or in your personal records. Be consistent about asking that these materials be returned after the family is finished with them.

- Be sure to keep a record of all written activities taken to each home in case activity charts are lost. The Home Visit Report can be used for this purpose. That way, you have a record of the activities that the parent and child worked on during the week. You can then determine if the child achieved the activity even though the written chart is not available.

- Let the parents know that you value the activity charts and the time you spent preparing them. This will increase the likelihood that parents will value them too. Reinforce them for returning the charts, especially if they look used. Remember that a dirty, crumpled, obviously used chart is better than a clean, white one that spent the week in a drawer.

WHAT DO I DO ABOUT NON-READING PARENTS?

You may run into an occasional parent who has little or no reading ability. This should not stop you, however, from preparing structured written activities. All parents can and do teach their children and it is our responsibility to help parents teach even though they are hindered by lack of reading skills. Some suggestions are given here for helping non-reading parents teach their children.

- In teaching a non-reading parent to carry out activities with a child, you will need to rely heavily on modeling. Be sure the parent observes exactly how an activity is to be taught and then has an opportunity to try it. Give feedback on the way the parent teaches the activity so changes can be made if necessary.

- Discuss each activity in detail with the parent. Give ample opportunity for questions and make changes in the activity. Leave a written copy of the activity in the home for reference by any member of the family who may be able to read and help the parent.

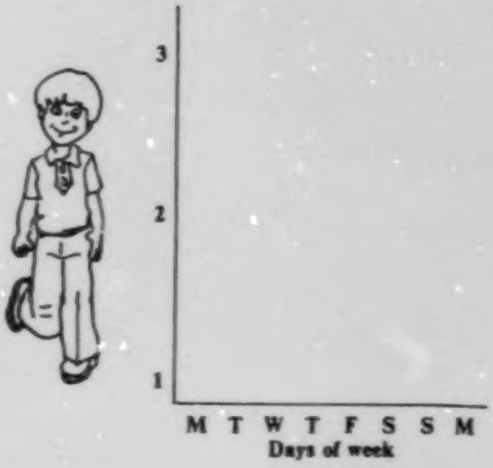
- Illustrate materials needed for each activity on the chart to cue the parent.

- Consider tape recording specific directions for the parent as an aid during the week.

- There are several ways to assist non-reading parents with record keeping during the week. One way is to label the recording chart with symbols instead of words. Some examples are:

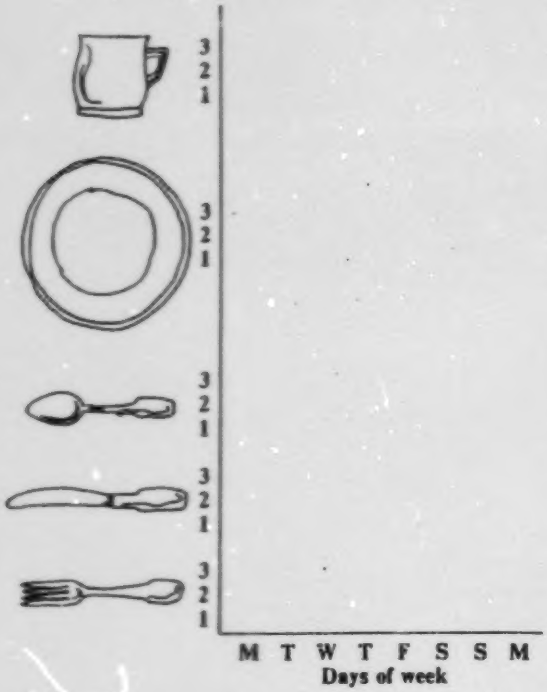
Objective:

Will stand on one foot for 4-8 seconds on request 3/3x.



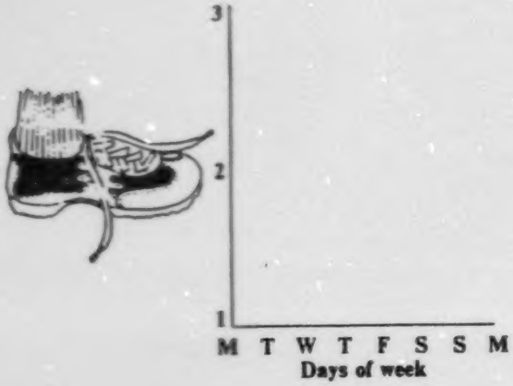
Objective:

Will set table with fork, knife, spoon, plate and cup when given verbal directions 3/3x.



Objective:

Will lace shoe when given a model 3/3x.



You can also use an egg carton for record keeping purposes. Give the parent enough tokens for each trial for six days. If the child successfully completes the objective, a token goes in a red coded section. If the child needs correction, a token goes in the blue coded section. Each trial for each day during the week is recorded in this way. The home visitor records how well the child performs the activity when first presented and after practicing for one week.

If you do nothing else, have the parent X the chart each day the activity is worked on. Doing this will not give you information on how the child did each day, but you will know how often the activity was practiced.

HOW DO I HELP THE PARENT WITH THE CHILD'S MISBEHAVIOR?

Handling a child's misbehavior can be a touchy situation. We have all seen things done and perhaps done things ourselves that we know are not good behavior management techniques. It is easy to slip into negative patterns with children when we want them to act differently. Threatening, bribing, nagging and punishing often seem to be the fastest way to remedy a bad situation... and sometimes they are the only methods parents know. These techniques should be discouraged. Listed here are some suggestions for helping the parent deal with misbehavior.

* You can aproach the subject of changing the parent's responses to their children's behavior by asking them if the methods they use seem to work. Ask them to look at a particular misbehavior in their child and the methods they have used to change it. Have them analyze how long the behavior has been occurring and whether the behavior seems to be increasing or decreasing. Then ask the parents to look at something that the child consistently does that they like. Ask them to analyze what they did to teach the child that positive behavior. This sequence can lead to a good discussion on behavior management techniques.

* The best way to help parents learn different behavior management techniques is to be a good model yourself. Show parents how reinforcement, ignoring of some behaviors, consistency, and removing privileges can work with their children and explain the procedures when you use them. Tell them how each procedure works and what to expect if they try.

* An excellent way to examine and learn new management procedures is to refer the parent to some good resources on behavior management and parenting. Some particularly effective books that have been written on this subject for parents are: The Portage Parent Program, Living with Children, Parents Are Teachers, the STEP Program, and Exploring Parenting. You might ask the parent to read a chapter a week as an assignment and then discuss it during the Parent Education portion of the home visit. As a follow up, you can write an activity chart for the parent that is designed to practice a particular technique for the child.

* If you are working with several parents who want information on behavior management techniques, you might organize a discussion group on the topic. If you do not feel qualified to lead such a discussion or to teach behavior management principles, find a mental health consultant, a special educator, or a school psychologist who could lead such a group.

* Discuss particular problems with a qualified member of your agency or community. Consider bringing this person on a visit to talk with the parent and/or observe the situation so that realistic recommendations can be made.

BEST COPY AVAILABLE

PART III: FIRST AID FOR HOME VISITORS

INFORMAL STAFFING

Home visiting can be a lonely job. You may not have much opportunity to talk with other home visitors since you are busy traveling from home to home. Being isolated from other home visitors also means you don't have the opportunity to discuss common concerns or problems. One effective way of improving this situation is to schedule weekly staff meetings. The available home visitors, supervisors, and the education coordinator should be included. The primary purpose of these staff meetings is to discuss problems that relate to home visiting and the families being served.

The informal staffing procedure is an effective means of discussing problems and selecting possible solutions to them. The informal staffing log (Figure 2) is used as a record of the discussion. This log is passed to each home visitor at the beginning of the meeting. Anyone who has any questions to be discussed at the meeting fills in his or her name, child or family's name, and a brief description of the problem. There is no limit to the number of questions a home visitor may list.

The problems to be discussed can be anything related to home visiting, the home-based program, or families and children being served. No problem is too small or insignificant to be discussed. Examples of some concerns which home visitors may have are:

- What can I do if the parent doesn't work with the child during the week?
- How can I teach Jimmy to put his shoes on the correct foot?
- How can I maintain Liz's attention during the home visit?
- Ms. Jones would like information on becoming a nurse. Who do I contact?

After each home visitor has had the opportunity to write questions, the group begins the discussion. Select a recorder from the group. This person reads a question and asks the home visitor if she or he would give some additional information about the situation including any solutions which have been tried. Discussion is then opened to the group. During the discussion the home visitor with the problem is to remain silent. Other home visitors may have had similar problems and found a solution. Component staff also may have ideas to offer. The recorder lists all of the possible solutions as they are suggested. At the end of the discussion, the home visitor MUST select at least one of the alternatives she or he thinks might work. The solution selected must be tried during the next home visit.

This is the key to the informal staffing procedure. Some action must be taken as a result of the discussion. After the home visitor has tried the idea, she or he reports the results back to the group. This is

PORTAGE PROJECT INFORMAL STAFFING LOG

Staff in Attendance ____________________
____

Recorder ____________________
Date ____________________

DATE	HOME VISITOR	FAMILY	PROBLEM	ALTERNATIVE SOLUTIONS *CHOSEN ONE	FOLLOW-UP

Figure 2

usually done after two weeks to allow time to see if the idea was effective in solving the problem.

If the problem was not solved there are two possibilities: (1) repeat the discussion and select another idea or (2) take an observer on the next home visit. This could be another home visitor, a supervisor or other resource person who may be able to offer other solutions after viewing the home visit. Be sure to obtain the parent's permission before having another person visit. If the problem cannot be solved within your own staff, use community resources to assist you and the family.

The informal staffing procedure should be the main activity of the staff meeting. Don't be so concerned with announcements and general information that there is limited time to discuss concerns relating to children and families. Remember, this may be the only opportunity you have to discuss common concerns with fellow home visitors. Additional staff meeting activities which could follow informal staffing include:

* Sharing materials - A home visitor may have made a teaching material which should be shared with the group. Someone may have new ideas for using a familiar toy or material.

* Speakers -

  - Specialists could share ideas for stimulating language development.

  - Staff from other agencies could discuss their program and how services between programs could be coordinated.

  - Qualified persons could be invited to discuss aspects of preschool education relevant to the home-based program.

  - Local kindergarten teachers or school personnel could discuss expectations of children entering their classroom.

  - Films relating to child development or parenting could be presented.

  - Component coordinators could discuss activities which could be done during home visits.

* Happy stories - End the meeting with everyone sharing something good that happened during the past week. It is easy to spend too much time concentrating on problems and forgetting the good things that happen.

Staff meetings should be scheduled the same day each week. If there are center and home-based staff present at the meeting, time should be allowed for each group to discuss concerns related to each option. Each group could conduct their own informal staffing.

The day scheduled for the staff meeting can also serve other purposes. Usually the informal staffing and other program business can be completed in half a day. The remainder of the day can provide time for the following activities:

* Complete weekly reports of home visits.

* Plan activities for next week's visits.

* Discuss each child's program in individual meetings with supervisor.

* Reschedule missed visits.

HINTS FOR HOME VISITORS

Home visiting can bring out the disorganization in the best of us. There seems to be endless materials to check out, check in, and keep track of; records to prepare, organize, and keep handy. And everything has to be kept mobile, at your fingertips, and usually in a very small space. The following are some tips that may save you some organizational headaches.

* Stay a week ahead in planning structured written activities. Check to see if the activities are appropriate during the informal activity time of the visit BEFORE you plan to present them. For example, you have referred to the assessment information and determined that the child is ready to be formally taught to name four colors. During the informal activity time on the visit before you plan to present this as a written activity, ask the child to name colors using objects around the house. If the child can already do this, then mark it as a learned skill on the assessment tool. You have thereby saved yourself writing an activity that the child can already do.

* Keep a working folder for each child on your caseload. This folder should include: the child's developmental assessment, address, phone number and directions to the house, blank activity charts, blank home visit reports, planned home visit reports, planned activity charts, observations and notes, and the Family Assessment Plan.

* Completed home visit reports and activity charts will probably be kept in the office for reference and monitoring purposes.

* A metal or plastic file box for your working folders on children can be very helpful. When visiting a family, however, be sure to take only that child's folder into the home.

* Avoid bringing too many materials into the home. Bring just those items you will need for the planned activities and a few "extras" for emergency situations.

* It is helpful if you have a basic kit of materials that can be used througnout the year. Special materials that are not included in the kit can be checked out from the office. Some sample items that might be included in a basic kit are: crayons, tape, ruler, stapler, drawing and construction paper, glue, scissors (both child and adult sizes), sets of action and object pictures, wooden puzzles, a can of stringing beads, pegs and a pegboard, sequence cards, picture card games, cubicle counting blocks, paints, pencils, magic markers, balls (two sizes), tape recorder, and puppets.

RECORDING YOUR HOME VISIT

A recording must be kept of all the activities presented during each home visit. This record will help the home visitor monitor the child's progress and plan future activities for the child and family.

The record keeping system you develop for the home visit can be simple or complex. There is some basic information which must be recorded weekly and there is additional information which would be helpful in monitoring visits and planning future visits. Skill Development Section E - Home Visit Report provides instruction in the use of a comprehensive recording system.

SKILL DEVELOPMENT SECTION A - COMPLETING A DEVELOPMENTAL CHECKLIST

Jordana D. Zeger

THE PORTAGE GUIDE TO EARLY EDUCATION

The Portage Guide to Early Education consists of three parts: a developmental checklist, an instructor's manual, and a card file of activities.

Portage Guide
To Early
Education
MANUAL
Portage Guide To
Early
Education
CHECKLIST

THE CHECKLIST

The Portage Guide to Early Education Checklist is used to aid parents and home visitors in curriculum assessment and planning individual programs for preschool children.

The checklist contains 580 developmentally sequenced skill areas: socialization, language, self-help, cognition, and motor skills; plus an infant stimulation section that highlights birth to six months.

THE MANUAL

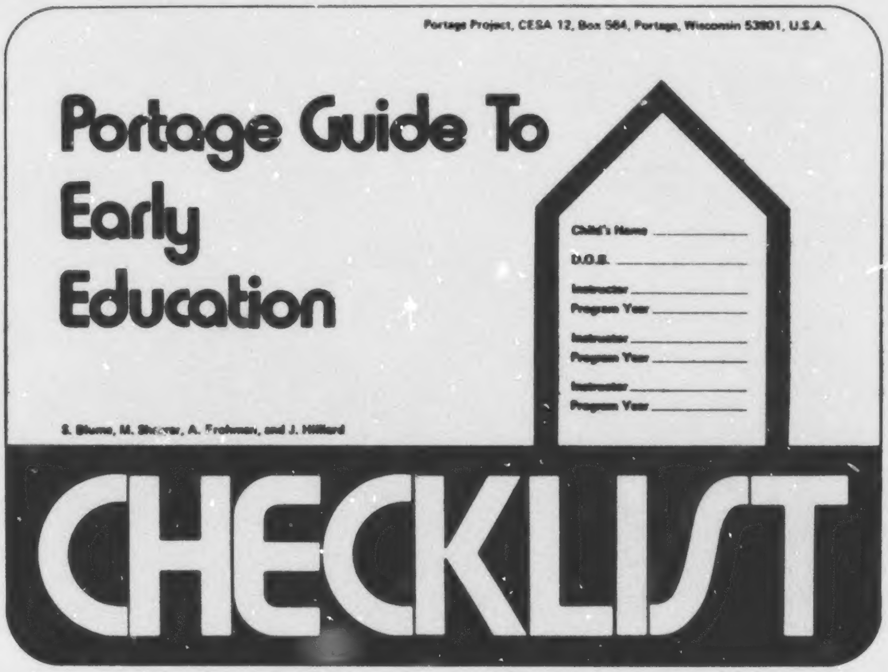
The Manual includes specific instructions on the use of the checklist as well as methods for developing and implementing curriculum goals.

THE CARD FILE

The Card File consists of 580 activity cards which include suggested activities and materials, and correspond with the behaviors listed in the checklist. The activities on the cards were developed by Portage Project teaching staff and have all been used successfully with children. The bottom of the card usually contains space for you to add teaching ideas of your own, making this a valuable resource for you. This card file offers further clarification of items on the checklist.

HOW TO COMPLETE THE CHECKLIST

Each child in the program will have a checklist. Enter the child's name, date of birth, teacher's name, and program year on the cover. Each year the child is enrolled in the program record your information with a different color of ink.



Portage Project, CESA 12, Box 564, Portage, Wisconsin 53901, U.S.A.

Portage Guide To
Early
Education

Child's Name ____________
D.O.B. ____________
Instructor ____________
Program Year ____________
Instructor ____________
Program Year ____________
Instructor ____________
Program Year ____________

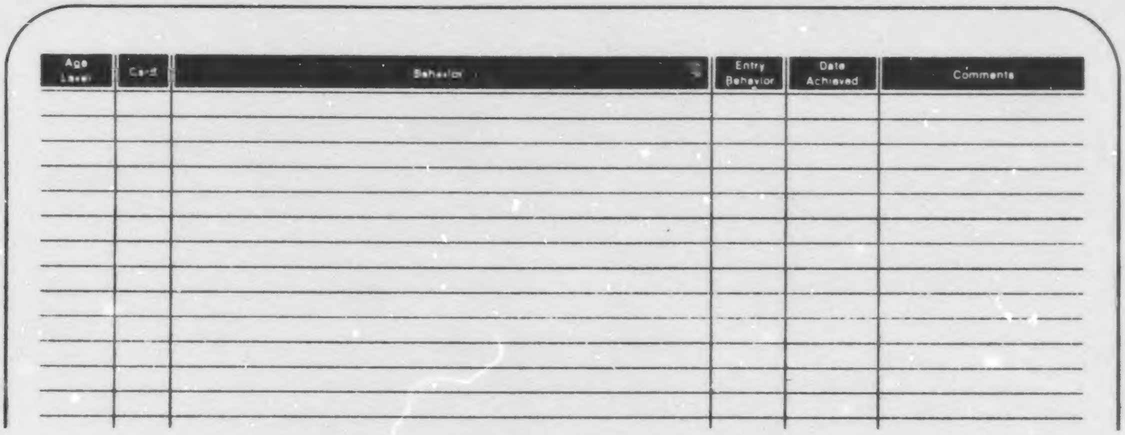
S. Bluma, M. Shearer, A. Frohman, and J. Hilliard

CHECKLIST

BEST COPY AVAILABLE

The information log, included at the beginning of the checklist, is for recording related information about the child. This page is to be used to gather pertinent information that will assist you in planning for that specific child. The different types of information you may choose to record could be a schedule of special services, preferences of the child, parent contacts, or a record of the child's immunization, dental and doctor records. Use the information log to record data that will help you with your planning for that child and family.

A detailed description of each column on the remaining pages in the checklist follows:



Age Level	Card	Behavior	Entry Behavior	Date Achieved	Comments

1. Age Level: The first column on the checklist is age level, set at twelve month intervals during which the listed behaviors are normally acquired. However, the checklist is designed to be a curriculum planning tool and does not yield a developmental age.

2. Card Number: The numbers in this column correspond to the activity cards in the card file.

3. Behavior: The skills listed on the checklist are based on normal growth and development patterns; yet no child, normal or with a handicapping condition, is likely to follow these sequences exactly. Children may skip some behaviors completely, may learn behaviors out of sequence, or may need additional subgoals to achieve a behavior on the checklist. The important information derived from the checklist is what the child can and cannot do.

4. Entry behavior: This column is used to record whether or not the child can perform each skill. This information will help you and the parent plan activities for the child.

5. Date achieved: This column is used to record the date that the child learns new behaviors. This provides the home visitor and parent with an ongoing record of the child's progress throughout the year. Do not alter the initial mark in "Entry" column.

6. Comments: Use this column to record information which will assist you in planning activities. Comments may include materials used in teaching the skill, teaching techniques, emerging skills, activities being left in the home, etc.

How to Complete the Checklist

1. Where to start.

Start your assessment in the developmental area in which the child is strongest or has the greatest preference. Starting in the child's strongest area will provide you, the child, and the parent with an initial success. Begin assessing the items that are one year below the child's chronological age. For example, if the child is four years old, begin your assessment at the three year old level. If the child has a handicapping condition, go back two years.

2. How to mark the items.

Observe the child performing the behavior whenever possible or, if necessary, ask the parent. Then mark each item in the entry behavior column using one of the codes described below:

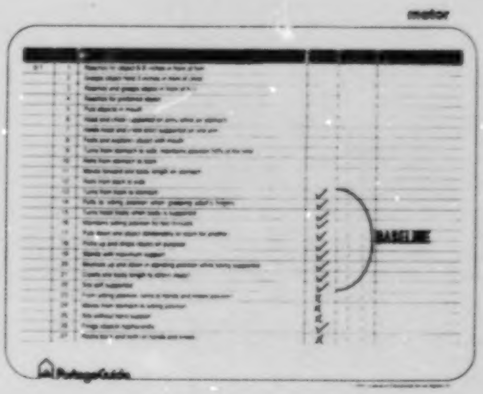
- Mark a ✓ if the child can do the item consistently; usually in more than one situation, for more than one person. A ✓ indicates that the child needs no further work on the skill.
- Mark an X if the child cannot do the item. Even if the child is beginning to do the skill but cannot yet complete it, mark an X. An X indicates the child will need some further work on the skill.
- Mark a ? if you have not yet had an opportunity to observe or you are unsure of the child's performance and would like to retest.

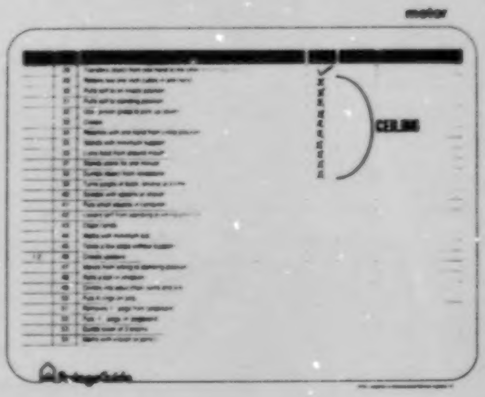
All question marks should be eliminated within the first six weeks so that only ✓s and Xs remain. Mark ✓s and Xs in pen since they represent a permanent record of the child's entry behavior. Mark ?s in pencil since they will be changed to a ✓ or X within the first six weeks of the program.

110

3. How to get a baseline and a ceiling.

Because the skills on the checklist are listed in developmental sequence, the child will usually learn lower numbered skills first. You can safely assume that the child has the skills necessary for learning a high level skill if there are at least ten consecutive ✓'s. Therefore, your minimum number of consecutive ✓ed items should be no less than 10. This is your baseline. After you get your baseline, continue marking items until you get at least 10 consecutive Xed or ?ed items. This is a signal for you to stop. This stopping point is called a ceiling.


motor
BASELINE
PortageGuide


motor
CEILING
PortageGuide

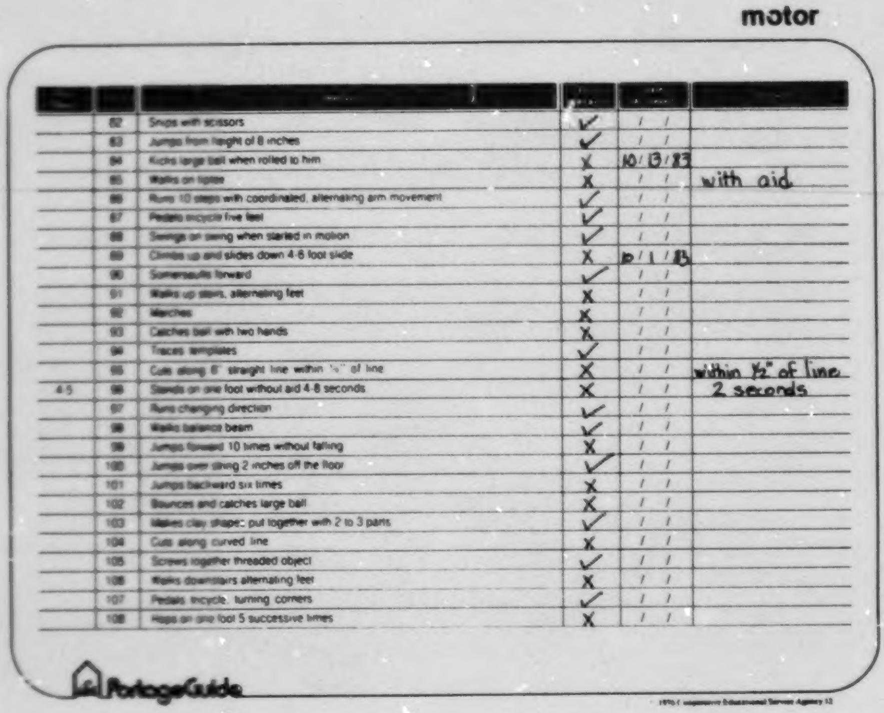
BEST COPY AVAILABLE

4. Updating the checklist.

Once you have completed your assessment, you should update the items weekly for an accurate record of what the child has accomplished. When you update the checklist you will do one or both of the following activities:

- Mark the date each skill was achieved in the Date Achieved column.
- Extend the ceiling of Xed items by checking the child's ability to perform the skills.

This updating process is necessary to develop ongoing individualized weekly instructional goals. The example below illustrates the changes in a child's checklist over a two week period.



motor

	82	Snips with scissors	✓	/ /	
	83	Jumps from height of 8 inches	✓	/ /	
	84	Kicks large ball when rolled to him	X	10/13/83	
	85	Walks on tiptoe	X	/ /	with aid
	86	Runs 10 steps with coordinated, alternating arm movement	✓	/ /	
	87	Pedals tricycle five feet	✓	/ /	
	88	Swings on swing when started in motion	✓	/ /	
	89	Climbs up and slides down 4-6 foot slide	X	10/1/83	
	90	Somersaults forward	✓	/ /	
	91	Walks up stairs, alternating feet	X	/ /	
	92	Marches	X	/ /	
	93	Catches ball with two hands	X	/ /	
	94	Traces templates	✓	/ /	
	95	Cuts along 6" straight line within ¼" of line	X	/ /	within ½" of line
4-5	96	Stands on one foot without aid 4-8 seconds	X	/ /	2 seconds
	97	Runs changing direction	✓	/ /	
	98	Walks balance beam	✓	/ /	
	99	Jumps forward 10 times without falling	X	/ /	
	100	Jumps over string 2 inches off the floor	✓	/ /	
	101	Jumps backward six times	X	/ /	
	102	Bounces and catches large ball	X	/ /	
	103	Makes clay shapes, put together with 2 to 3 parts	✓	/ /	
	104	Cuts along curved line	X	/ /	
	105	Screws together threaded object	✓	/ /	
	106	Walks downstairs alternating feet	X	/ /	
	107	Pedals tricycle, turning corners	✓	/ /	
	108	Hops on one foot 5 successive times	X	/ /	

PortageGuide

1976 Cooperative Educational Service Agency 12

BEST COPY AVAILABLE

To review, your checklist should be filled out in the following manner.

A. Start your assessment one year below the child's actual (chronological) age and begin marking items. (Two years for a child with a handicapping condition.)

B. Assess items until you have a baseline of at least 10 consecutive ✓ed items. If you do not get at least 10 consecutive items, go backwards in the checklist until you get a baseline.

C. Continue assessing items after your baseline until you have a ceiling of at least 10 consecutive Xed or ?ed items.

D. The initial assessment should be completed within the first six weeks of the program, changing all ?s to ✓s or Xs.

PRACTICE SECTION

1. Which developmental area has been correctly assessed (cognitive or self-help)? Why?

cognitive

Age Level	Card	Behavior	Entry Behavior	Date Achieved	Comments
	55	Counts to 10 objects in imitation		/ /	
	56	Builds a bridge with 3 blocks in imitation		/ /	
	57	Matches sequence or pattern of blocks or beads		/ /	
	58	Copies series of connected V strokes VVVVVVVVV		/ /	
	59	Adds leg and/or arm to incomplete man		/ /	
	60	Completes 6 piece puzzle without trial and error		/ /	
	61	Names objects as same and different		/ /	
	62	Draws a square in imitation		/ /	
	63	Names three colors on request		/ /	
	64	Names three shapes □ △ and ○		/ /	
4-5	65	Picks up specified number of objects on request (1-5)	✓	/ /	
	66	Names five textures	✓	/ /	
	67	Copies triangle on request	✓	/ /	
	68	Recalls 4 objects seen in a picture	✓	/ /	
	69	Names time of day associated with activities	✓	/ /	
	70	Repeats familiar rhymes	✓	/ /	
	71	Tells whether object is heavy or light (less than one pound difference)	✓	/ /	
	72	Tells what's missing when one object is removed from a group of three	✓	/ /	
	73	Names eight colors	✓	/ /	
	74	Names penny, nickel and dime	✓	/ /	
	75	Matches symbols (letters and numbers)	X	/ /	
	76	Tells color of named objects	✓	/ /	
	77	Retells five main facts from story heard 3 times	[illegible]	/ /	
	78	Draws a man (head, trunk, 4 limbs)	✓	/ /	
	79	Sings five lines of song	✓	/ /	
	80	Builds pyramid of 10 blocks in imitation	X	/ /	
	81	Names long and short	X	/ /	

PortageGuide

© 1976 Cooperative Educational Service Agency 12

cognitive

	82	Places objects behind, beside, next to	✓	/ /	
	83	Matches equal sets to sample of 1 to 10 objects	X	/ /	
	84	Names or points to missing part of pictured object	X	/ /	
	85	Counts by rote 1 to 20	X	/ /	
	86	Names first, middle and last position	✓	/ /	
5-6	87	Counts up to 20 items and tells how many	X	/ /	
	88	Names 10 numerals	X	/ /	
	89	Names left and right on self	X	/ /	
	90	Says letters of alphabet in order	X	/ /	
	91	Prints own first name	X	/ /	
	92	Names five letters of alphabet	X	/ /	
	93	Arranges objects in sequence of width and length	X	/ /	
	94	Names capital letters of alphabet	X	/ /	
	95	Puts numerals 1 to 10 in proper sequence	X	/ /	
	96	Names position of objects first, second, third	X	/ /	
	97	Names lower case letters of alphabet		/ /	
	98	Matches capital to lower case letters of alphabet		/ /	
	99	Points to named numerals 1 to 25		/ /	
	100	Copies diamond shape		/ /	
	101	Completes simple maze		/ /	
	102	Names days of week in order		/ /	
	103	Can add and subtract combinations to three		/ /	
	104	Tells month and day of birthday		/ /	
	105	Sight reads 10 printed words		/ /	
	106	Predicts what happens next		/ /	
	107	Points to half and whole objects		/ /	
	108	Counts by rote 1 to 100		/ /	

PortageGuide

© 1976 Cooperative Educational Service Agency 12

self-help

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	28	Sucks liquid from glass or cup using straw		/ /	
	29	Scoops with fork		/ /	
	30	Chews and swallows only edible substances		/ /	
	31	Dries hands without help when given towel		/ /	
	32	Asks to go to bathroom, even if too late to avoid accidents		/ /	
	33	Controls drooling		/ /	
	34	Urinates or defecates in potty three times per week when placed on potty		/ /	
	35	Puts on shoes		/ /	
	36	Brushes teeth in imitation		/ /	
	37	Takes off simple clothing that has been unfastened		/ /	
	38	Uses bathroom for bowel movements, one daytime accident per week		/ /	
	39	Gets drink from faucet without help, when stool or steps are provided		/ /	
	40	Washes hands and face using soap when adult regulates water		/ /	
	41	Asks to go to bathroom during day in time to avoid accidents		/ /	
	42	Places coat on hook placed at child's height		/ /	
	43	Stays dry during naps		/ /	
	44	Avoids hazards such as sharp furniture corners, open stairs	✓	/ /	
	45	Uses napkin when reminded	✓	/ /	
	46	Stabs food with fork and brings to mouth	X	/ /	
	47	Pours from small pitcher (6-8 oz.) into glass without help	✓	/ /	
	48	Unfastens snaps on clothing	✓	/ /	
	49	Washes own arms and legs while being bathed	✓	/ /	
	50	Puts on socks	✓	/ /	
	51	Puts on coat, sweater, shirt		/ /	
	52	Finds front of clothing	?	/ /	
3-4	53	Feeds self entire meal	✓	/ /	
	54	Dresses self with help on pullover shirts and all fasteners	✓	/ /	

PortageGuide

© 1976 Cooperative Educational Service Agency 12

self-help

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
	55	Wipes nose when reminded	X	/ /	
	56	Wakes up dry two mornings out of seven	?	/ /	
	57	Males urinate in toilet standing up	✓	/ /	
	58	Initiates and completes dressing and undressing except fasteners 75% of time	✓	/ /	
	59	Snaps or hooks clothing	X	/ /	
	60	Blows nose when reminded	X	/ /	
	61	Avoids common dangers (i.e., broken glass)	X	/ /	
	62	Puts coat on hanger and replaces hanger on low bar with instructions	✓	/ /	
	63	Brushes teeth when given verbal instructions	X	/ /	
	64	Puts on mittens	X	/ /	
	65	Unbuttons large buttons on button board or jacket placed on table	X	/ /	
	66	Buttons large buttons on button board or jacket placed on table	✓	/ /	
	67	Puts on boots	X	/ /	
4-5	68	Cleans up spills, getting own cloth	X	/ /	
	69	Avoids poisons and all harmful substances	X	/ /	
	70	Unbuttons own clothing	X	/ /	
	71	Buttons own clothing	X	/ /	
	72	Clears place at table	X	/ /	
	73	Puts zipper foot in catch	X	/ /	
	74	Washes hands and face	X	/ /	
	75	Uses correct utensils for food	X	/ /	
	76	Wakes from sleep during night to use toilet or stays dry all night	X	/ /	
	77	Wipes and blows nose 75% of the time when needed without reminders		/ /	
	78	Bathes self except for back, neck, and ears		/ /	
	79	Uses knife for spreading soft toppings on toast		/ /	
	80	Buckles and unbuckles belt on dress or pants and shoes		/ /	
	81	Dresses self completely, including all front fastenings except ties		/ /	

PortageGuide

© 1976 Cooperative Educational Service Agency 12

2. Why is a baseline necessary?

3. Why are the ✓s and Xs marked in pen?

4. Can you get a developmental age for a child using the Portage Checklist?

5. If the child can perform a skill, mark a _______.

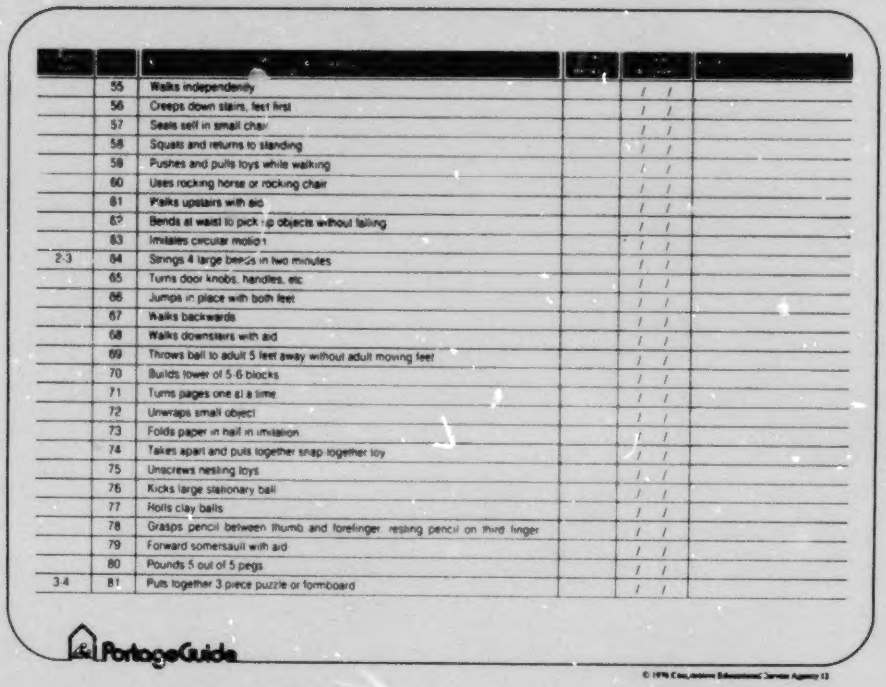
   If the child cannot perform a skill, mark a ________.

6. What do you do if you start assessing items one year below the child's chronological age and you only get 7 consecutive ✓ed items?

7. What do you do if you are not sure how to assess an item?

8. With what item in the motor section would you begin your assessment for a child age 3? 4?

motor

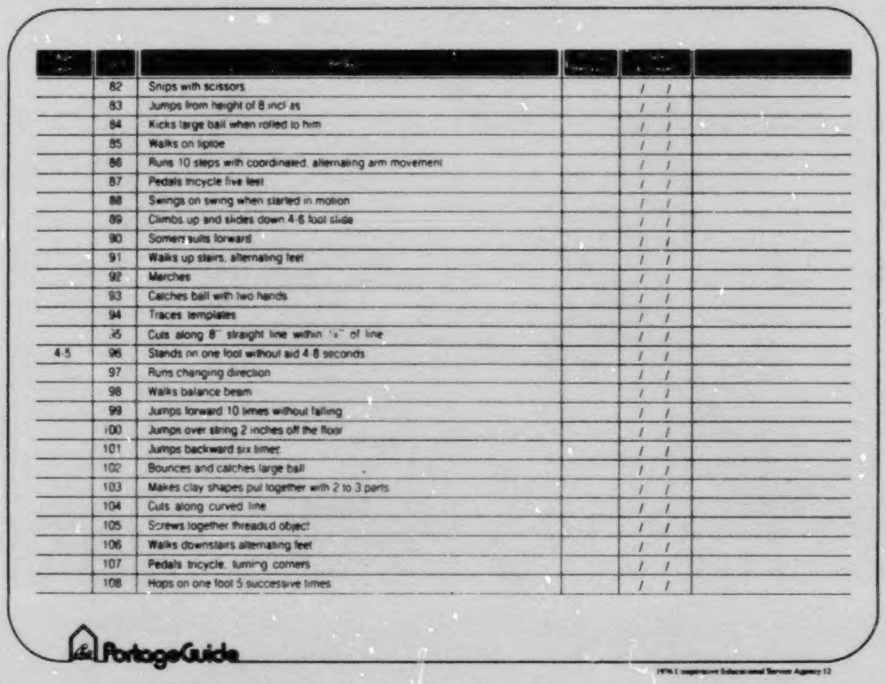


	55	Walks independently		/ /	
	56	Creeps down stairs, feet first		/ /	
	57	Seats self in small chair		/ /	
	58	Squats and returns to standing		/ /	
	59	Pushes and pulls toys while walking		/ /	
	60	Uses rocking horse or rocking chair		/ /	
	61	Walks upstairs with aid		/ /	
	62	Bends at waist to pick up objects without falling		/ /	
	63	Imitates circular motion		/ /	
2-3	64	Strings 4 large beads in two minutes		/ /	
	65	Turns door knobs, handles, etc		/ /	
	66	Jumps in place with both feet		/ /	
	67	Walks backwards		/ /	
	68	Walks downstairs with aid		/ /	
	69	Throws ball to adult 5 feet away without adult moving feet		/ /	
	70	Builds tower of 5-6 blocks		/ /	
	71	Turns pages one at a time		/ /	
	72	Unwraps small object		/ /	
	73	Folds paper in half in imitation		/ /	
	74	Takes apart and puts together snap-together toy		/ /	
	75	Unscrews nesting toys		/ /	
	76	Kicks large stationary ball		/ /	
	77	Rolls clay balls		/ /	
	78	Grasps pencil between thumb and forefinger, resting pencil on third finger		/ /	
	79	Forward somersault with aid		/ /	
	80	Pounds 5 out of 5 pegs		/ /	
3-4	81	Puts together 3 piece puzzle or formboard		/ /	

PortageGuide

© 1976 Cooperative Educational Service Agency 12

motor



	82	Snips with scissors		/ /	
	83	Jumps from height of 8 inches		/ /	
	84	Kicks large ball when rolled to him		/ /	
	85	Walks on tiptoe		/ /	
	86	Runs 10 steps with coordinated, alternating arm movement		/ /	
	87	Pedals tricycle five feet		/ /	
	88	Swings on swing when started in motion		/ /	
	89	Climbs up and slides down 4-6 foot slide		/ /	
	90	Somersaults forward		/ /	
	91	Walks up stairs, alternating feet		/ /	
	92	Marches		/ /	
	93	Catches ball with two hands		/ /	
	94	Traces templates		/ /	
	95	Cuts along 8" straight line within ¼" of line		/ /	
4-5	96	Stands on one foot without aid 4-8 seconds		/ /	
	97	Runs changing direction		/ /	
	98	Walks balance beam		/ /	
	99	Jumps forward 10 times without falling		/ /	
	100	Jumps over string 2 inches off the floor		/ /	
	101	Jumps backward six times		/ /	
	102	Bounces and catches large ball		/ /	
	103	Makes clay shapes put together with 2 to 3 parts		/ /	
	104	Cuts along curved line		/ /	
	105	Screws together threaded object		/ /	
	106	Walks downstairs alternating feet		/ /	
	107	Pedals tricycle, turning corners		/ /	
	108	Hops on one foot 5 successive times		/ /	

PortageGuide

1976 Cooperative Educational Service Agency 12

ANSWERS

1. Which developmental area has been correctly assessed?

   Cognitive - there is a baseline of at least 10 ✓s and a ceiling of at least 10 Xs and ?s.

2. Why is a baseline necessary?

   A baseline of at least 10 consecutive checks will assure you that the child could do all the behaviors that come before. This avoids having to assess each item starting at #1, yet safeguards against trying to build a more advanced skill on top of a sub-skill not yet learned.

3. Why are the ✓s and Xs marked in pen?

   They become a permanent record of what the child could and could not do when he or she entered the program.

4. Can you get a developmental age for a child using the Portage Checklist?

   No, the checklist is not a standardized instrument. It is a criterion-referenced tool which was developed to assist teachers and parents in curriculum planning for their children. It does not yeild a developmental age.

5. If the child can perform a skill, mark a ✓.

   If the child cannot perform a skill, mark a X.

6. What do you do if you start assessing items one year below the child's chronological age and you only get 7 consecutive ✓ed items?

   Go backwards in the checklist until you get at least 10 consecutive checks.

7. What do you do if you are not sure how to assess an item?

   It is helpful to look at the corresponding card in the card file for further clarification.

8. With what item in the motor section would you begin your assessment for a child age 3? 4?

3 years old - Strings 4 large beads in 2 minutes (item #64)

4 years old - Puts together 3 piece puzzle or formboard (item #81)

Writing behavioral objectives and task analyzing objectives are two skills you will use to determine your weekly instructional objectives for the child. Instructional objectives are the skills chosen for a child to learn in a one week teaching period. These objectives have been task analyzed, if necessary, and written as a complete behavioral objective. An activity to teach the instructional objective is developed and written up on an activity chart. This skill development section will focus on writing behavioral objectives, followed by skill development sections on task analysis and writing activity charts. Follow these three sections in sequence.

SKILL DEVELOPMENT SECTION B - BEHAVIORAL OBJECTIVES

Behavioral objectives are specific statements, describing exactly what the learner will be able to do after a skill or behavior has been taught. Behavioral objectives do not determine what activity or teaching method you will use to teach the skill, they just state the end result. Here are some examples of complete behavioral objectives:

John Boy will draw a square on request 4/4X.

Erin will say "please" and "thank you" when appropriate without reminder 75% of the time.

Mary Ellen will correctly tell her address on request 4/4X.

Mr. and Mrs. Walton will attend parent meetings at the center when sent a written reminder once a month.

Jim Bob will hop on one foot 5 successive times when shown how 3/4X.

Elizabeth will brush her teeth with reminders twice daily.

Each behavioral objective has four parts: WHO, WHAT, AID, and HOW WELL. Let's take a look at each of these parts.

Jordana D. Zeger

PART 1

WHO refers to the person doing the learning. WHO is usually the child, but objectives can also be written for the parent. (For you too!)

PART 2

WHAT states the behavior the learner will perform. The WHAT must be observable and measurable. This means you must be able to see the learner do the behavior and be able to count the number of times it occurs. WHAT can also include additional information such as, how far, how many, how fast, how long, or under what condition. Here are some examples:

Rhona will throw a 3 inch ball 5 feet upon request 3/4X.

Nicholas will hop backwards ten times when shown how 3/3X.

Michael will sit for 5 minutes during storytime when reminded once a day.

PART 3

AID describes what assistance or help the child will be provided. It states the type and degree of aid the child will have while performing the skill.

PART 4

HOW WELL states how successfully the child must perform the skill to reach criteria. HOW WELL is usually written as a fraction.

Let's examine the WHAT, AID, and HOW WELL in more detail.

WHAT

The WHAT part of the behavioral objective states a specific, measurable, and observable action. It must be written clearly and precisely. Use action words such as: point to, write, jump, imitate, draw. These words describe actions that can be both seen and counted. Keep your statements positive; say exactly what you want, not what you don't want. Here is an example of a negative statement made positive:

Negative: Ben will stop running into the street without looking.

Positive: Ben will look both ways before crossing the street.

The WHAT must be written in clear concise terms so it will be easily understood by the parent or any other person that might be working with the child. Use as few words as possible. See how the example below has been changed to be read and understood with greater ease.

"Marty will be able to identify red by naming it"
has been changed to "Marty will name red."

The WHAT in the examples below has been underlined.

JoAnn will drink an 8 oz. glass of milk during lunchtime when reminded once each day.

Eric will repeat a 2-line fingerplay in imitation 2/2X.

Carl will kick a large ball rolled to him when asked 3/4.

Natalia will sit for 5 minutes during storytime with one reminder once a day.

Ms. Young will volunteer during cluster when sent a written notice once a month.

AID

AID states the help the child will have to do the WHAT part of the behavior. We use many different types of aid with children. Imagine you are working with a child who is just learning to put together an interlocking four-piece puzzle. As the child unsuccessfully attempts to place the pieces of the puzzle together, what ideas occur to you in helping that child?

Would you allow the child to attempt the puzzle on her own? (with no aid)

Would you talk the child through the activity, instructing her to turn the pieces in different directions or to try a different piece? (verbal aid)

Would you show the child how to do it first then have her try it? (visual aid)

Would you place your hand on the child's and guide it? (physical aid)

The different types of aids we use fall into five categories.

1. Physical
2. Visual
3. Verbal
4. When asked
5. Independently

It is important to always state an aid, even when there is no aid (as in #4 and #5). This will prevent someone from assuming what type of aid is needed. Here are some examples of the way each type of aid may be stated.

Physical

when mom guides hands
when handrail is used
when wrist is guided
when hands are placed around object
when waist is held

Visual

when shown
when given model to copy
when given dots to trace

Verbal

when told how
when given instructions

When Asked

when asked
upon request
no aid
without help
when told

Independently

independently
spontaneously

The aid "independently" is most often used in objectives written in the self-help or socialization areas, such as "will use bathroom independently" or "will say please and thank you independently." Remember, the aid must be specific. State the exact aid, "when hand is held" not just "with physical aid."

The AID in the examples below has been circled.

JoAnn will drink an 8 oz. glass of milk during lunchtime when reminded once each day.

Eric will repeat a 2-line fingerplay in imitation 2/2X.

Carl will kick a large ball rolled to him when asked 3/4.

Natalia will sit for 5 minutes during storytime with one reminder once a day.

Ms. Young will volunteer during cluster when sent a written notice once a month.

HOW WELL

HOW WELL states with what degree of success the learner must perform the skill on a given number of trials. The HOW WELL part of the behavioral objective can be expressed in three ways:

1. fractions
2. percentages
3. words

Use fractions whenever possible. Fractions make it easier for you and the parent to determine if the child has successfully reached criteria or not. It is also easier to understand how often the activity will be done and how to record. Use percentages when the number of times the child will perform the behavior cannot be controlled, such as how often a child will use the bathroom or blow his nose. Words are most often used in objectives that are written for a parent.

Let's look at the three different ways that the HOW WELL can be written.

1. Fractions - the fraction is written placing the number of successful tries on top of the number of trials given.

   Examples: Lou will count to 8 in imitation 3/3 times.

   The 3/3 means Lou will be given three trials (bottom number) and must be successful on all three tries (top number) to meet criteria.

   Hilda will walk the balance board for 5 feet when shown 3/4 times.

   Again, the bottom number (4) is how many times Hilda will be asked to perform the behavior and the top number (3) is how many times Hilda must be successful to accomplish the objective.

You will determine how many times the child must perform the behavior and how many times the child must be successful to achieve criteria. Remember, the purpose for establishing criteria is to determine if the child has learned the skill and is now ready to learn a more advanced one. Be realistic when you set the number of trials. Would it be fair to ask a child to write her/his name 50/50 times in order to prove to you she/he knows it? Of course not. Probably 2/2 or 3/3 would be enough times for you to tell if the child has mastered the skill and is ready to move on to a more advanced one. A general rule of thumb is to write cognitive and language skills with the top and bottom numbers the same (2/2, 4/4, etc). If the child errs in skill areas such as counting or naming, it will only frustrate the child and parent to try to build a more advanced skill on top of this partially learned one. In other areas, such as motor, socialization, and self-help, allow more room for error. A child might lose her/his balance walking a balance beam on the fourth try, but still have mastered the skill and is ready to learn a more advanced one. Remember, the purpose of the criterion is to give you the necessary information to determine if the child has indeed mastered a skill and is ready to move on to a new skill.

2. Percentages - use percentages with behaviors in the socialization and self-help areas in which the number of trials cannot be predetermined. Measuring a child's success is difficult using percentages. Be careful to use percentages

only in skills where a fraction is not possible. For example, "Sue will use the bathroom without reminders 100% of the time." We use a percentage in this situation because we cannot predetermine or control how many times Sue will need to use the bathroom. Yet the number of times the behavior occurs can be easily counted.

3. Words - the third way to write the HOW WELL is with words. This way is used most often in behavioral objectives written for a parent. For example; "Mr. Rite will cook a hot nutritious meal daily" or "Ms. Isgar will call the clinic for an appointment whenever necessary."

In summary, remember, the HOW WELL should determine if the child has learned the skill well enough that it has become a part of their repertoire and she/he is ready to learn a more advanced skill. Don't forget to use fractions whenever possible.

The HOW WELL in the objectives below has been boxed.

JoAnn will drink an 8 oz. glass of milk during lunchtime when reminded once each day.

Eric will repeat a 2-line fingerplay in imitation 2/2X.

Carl will kick a large ball rolled to him when asked 3/4.

Natalia will sit for 5 minutes during storytime with one reminder once a day.

Ms. Young will volunteer during cluster when sent a written notice once a month.

PRACTICE SECTION

1. Put a mark in front of the phrases in which the "WHAT" portion is appropriate to use in a behavioral objective.

_____ Will listen to a story during story time for five minutes

_____ Will print the first letter of her name

_____ Will attend to a three part related direction

_____ Will identify a triangle, square and circle

_____ Will cut along a curved line within 1/2" of the line

_____ Will enjoy singing simple 4 to 5 line songs

_____ Will develop a good attitude toward teacher

_____ Will recognize his name

_____ Will make an appointment with Dr. Smith

2. Circle the aid in these statements.

a. Barbara will name circle and triangle when given initial consonant cues 4/4 times each.

b. Troy will walk a balance beam for 5 feet when teacher holds both hands 3/4 times.

c. Nancy will button 5 buttons on her sweater on herself when asked 3/3 times.

d. Kyle will spread peanut butter on cracker when shown 4/4X.

e. Joey will draw a circle in imitation 3/3X.

f. Laurie will set the table with knives, forks, spoons, plates and glasses upon request 4/4X.

3. Complete these objectives by adding an "AID"

a. Esmeralda will place circle, square and triangle in a formboard ______________________________ 2/2X each.

b. Rapunzal will walk up 10 steps alternating feet ____ 3/4X.

c. Pointdexter will keep his hands in his lap during group time ______________________________ 4/5 days.

d. Moxie will point to 10 animal pictures when shown picture cards ______________________________ 10/10 pictures.

e. Fennimore will snap eight snaps on his jacket ______________________ 3/3X.

4. Determine what part of the behavioral objective is missing and then fill in an appropriate response.

a. Trapper will open a 1/2 pint milk carton ______________________ 100% of the time.

b. Margaret will build a pyramid of 10 blocks in imitation ______________________________.

c. B.J. will stand on one foot for 4 to 8 seconds ______________________ 4/4.

d. Radar ________________________ independently during storytime 80% of the time.

e. Hawkeye ______________________ when shown how 4/4X.

f. Klinger will dress himself completely in male clothes _______________ once each day for five consecutive days.

g. Charles will march in time to music ____________________ 3/3x.

h. Frank ____________________________ when teacher guides his hand 3/4X.

i. The cook will serve nutritious meals (including the basic four) when given recipes to follow _____________________.

5. These objectives have at least one thing wrong with them. Find and correct it.

a. Bert will identify circle, square and triangle on request 3/3X.

b. Ernie will play in his own yard 6/7 days.

c. Grover will write his name when asked 1/2X.

d. Cookie Monster will walk for 6' on a balance beam raised 3" when given physical aid 3/4X.

e. Count will recognize the numerals 1 to 10 when given a model each time 3/3X.

f. Oscar will name colors when given initial sound cues 1/1X.

g. Miss Piggy will not hit Kermit during opening time 5/5 days.

h. Kermit will be able to recognize his name by pointing to it when shown once 3/4X.

i. Big Bird will dress himself completely including all fastenings except ties whenever necessary.

j. Fozzy bear will use contractions can't, don't, won't when given verbal aid 2/2X each.

6. Write a complete behavioral objective for each area.

   a. MOTOR

   b. NUTRITION

   c. PARENT INVOLVEMENT

   d. SELF-HELP

   e. HEALTH

ANSWERS

1. Put a mark in front of the phrases in which the "WHAT" portion is appropriate to use in a behavioral objective.

   _____ Will listen to a story during story time for five minutes

   __X__ Will print the first letter of her name

   _____ Will attend to a three part related direction

   _____ Will identify a triangle, square and circle

   __X__ Will cut along a curved line within 1/2" of the line

   _____ Will enjoy singing simple 4 to 5 line songs

   _____ Will develop a good attitude toward teacher

   _____ Will recognize his name

   __X__ Will make an appointment with Dr. Smith

2. Circle the aid in these statements.

   a. Barbara will name circle and triangle when given initial consonant cues 4/4 times each.

   b. Troy will walk a balance beam for 5 feet when teacher holds both hands 3/4 times.

   c. Nancy will button 5 buttons on her sweater on herself when asked 3/3 times.

   d. Kyle will spread peanut butter on cracker when shown 4/4X.

   e. Joey will draw a circle in imitation 3/3X.

   f. Laurie will set the table with knives, forks, spoons, plates and glasses upon request 4/4X.

3. Complete these objectives by adding an "AID"	POSSIBLE SOLUTIONS
a. Esmeralda will place circle, square and triangle in a formboard __________ 2/2X each.	when shown, when asked, when hand is guided

b.	Rapunzal will walk up 10 steps alternating feet ________________ 3/4X.	in imitation, when handrail is used, when told how
c.	Pointdexter will keep his hands in his lap during group time ____________ 4/5 days.	when reminded once, independently, when shown
d.	Moxie will point to 10 animal pictures when shown picture cards __________ 10/10 pictures.	in imitation, upon request, when hand is guided
e.	Fennimore will snap eight snaps on his jacket ________________ 3/3X.	when told how, upon request, independently

4. Determine what part of the behavioral objective is missing and then fill in an appropriate response.

		MISSING PART	POSSIBLE SOLUTIONS
a.	Trapper will open a 1/2 pint milk carton ______ 100% of the time.	AID	when shown, on request, when hands are guided
b.	Margaret will build a pyramid of 10 blocks in imitation ___________.	HOW WELL	3/4X, 5/5X
c.	B.J. will stand on one foot for 4 to 8 seconds _______________ 4/4.	AID	when hand is held, when shown
d.	Radar ______________ independently during storytime 80% of the time.	WHAT	will sit with his hands in his lap
e.	Hawkeye _____________ when shown how 4/4X.	WHAT	will skip for five feet
f.	Klinger will dress himself completely in male clothes _________ once each day for five consecutive days.	AID	when shown, when asked
g.	Charles will march in time to music ____________ 3/3X	AID	in imitation, when instructed how

h.	Frank will _______ when teacher guides his hands 3/4X.	WHAT	draw a square, write his name
i.	The cook will serve nutritious meals (including the basic four) when given recipes to follow ________.	HOW WELL	daily

5. These objectives have at least one thing wrong with them. Find and correct it.

   a. Bert will IDENTIFY circle, square and triangle on request 3/3X. (Be specific, use words such as point to, match, name.)

   b. Ernie will play in his own yard 6/7 days. (AID is missing.)

   c. Grover will write his name when asked 1/2X. (The HOW WELL is not realistic. If a child could only pass criteria on one out of two tries it would not provide you with enough information to determine if the child has gained the skill.)

   d. Cookie Monster will walk for 6' on a balance beam raised 3" when GIVEN PHYSICAL AID 3/4X. (Describe the AID such as "when hand is held.")

   e. Count will RECOGNIZE the numerals 1 to 10 when given a model each time 3/3X. (Same as in answer a.)

   f. Oscar will name colors when given initial sound cues 1/1X. (List the actual colors that will be learned.)

   g. Miss Piggy will not hit Kermit during opening time 5/5 days. (This is negative. State what you want the child to do, not what you do not want her to do. Should read "Miss Piggy will keep her hands on her lap during storytime when reminded 5/5 days.")

   h. Kermit will be able to recognize his name by pointing to it when shown once 3/4X. (Too many words. "Kermit will point to his name when shown once 3/4X" is more to the point.)

   i. Big Bird will dress himself completely including all fastenings except ties whenever necessary. (AID is missing.)

   j. Fozzy bear will use contractions can't, don't, won't when given physical aid 2/2X each. (Describe the AID such as initial sound cue, in imitation, etc.)

6. Write a complete behavioral objective for each area.

a. MOTOR

b. NUTRITION

c. PARENT INVOLVEMENT

d. SELF-HELP

e. HEALTH

SELF-CHECK YOUR ANSWERS.

Read through each objective and number the four parts of the behavioral objective by placing a #1 above the WHO, #2 above the WHAT, #3 above the AID and a #4 above the HOW WELL. Check to see if your statements are clear and concise.

SKILL DEVELOPMENT SECTION C - TASK ANALYSIS

Task Analysis is the process of breaking down a skill into smaller steps. The purpose of this process is twofold; to target an appropriate step in the task analysis process for each child each week and to determine correction procedures. The first purpose, to target a step which the child would be able to learn during a one week instructional period, is important in that children learn at different rates. For some, a skill must be broken down into many steps; for others only a few. Depending on the individual child and her or his present skill level, you can pinpoint any step in the task analysis as the place to start the teaching process. If you want a child to learn to print her name on lined paper here is an example of how this skill might be broken into small steps.

1. **Goal:** prints own name on lined paper upon request
2. prints own name on unlined paper when given dots to trace
3. prints own name on unlined paper when hand is guided
4. traces each letter of her name when dots and arrows are provided
5. traces the letter J when model is provided
6. draws a square when given verbal direction
7. draws a square when given a template
8. draws a circle when asked
9. draws a circle when hand is held
10. draws open ended circles when asked
11. **Present skill level:** draws horizontal and vertical lines in imitation

This list is not complete nor does it reflect a standard procedure in teaching a child to print her/his name. This example shows one of many ways to break down this skill. At present, the child can do the very last skill, draw horizontal and vertical lines in imitation. Once the skill is broken down into many steps, start at the child's present skill level and move up the steps until you target a skill that you think the child could learn in a one week period. Let's say you decide it will be skill 8 (draws a circle when asked). Then this week you and the parent plan an activity to accomplish this behavior. Once this skill has been accomplished and generalized, you and the parent can select another step from the task analysis for the child to learn. At any point in the progression to the goal, skills may need to be broken down even further, into smaller steps with additional aid. For some children this process might take longer to learn this skill than for others, but breaking down skills and targeting appropriate subskills for each child allows her/him to achieve success weekly.

The second purpose of the task analysis process is to determine correction procedures to be used in the teaching process. Correction procedures provide the parent with a positive approach to teaching the skill. They are the steps between the targeted skill for the upcoming week (draws circle when asked) and the child's present skill level (draws horizontal and vertical lines in imitation). In the example these steps would be numbers 9 and 10 (draws a circle when hand is held, draws open ended circles when asked). Correction procedures would also include changing the aid in the skill, such as "draws a circle when shown" or "when given dots to trace."

Learning the process of breaking down a skill is simple and fun. At first, writing the task analysis of a skill may feel awkward and lengthy, but the process will eventually be done in your head. You will want to teach parents the process of task analysis so they learn that when their child is unable to do a particular skill it must be broken down into smaller skills.

Here are some further examples of task analysis:

Goal: WILL DRAW A SQUARE UPON REQUEST 4/5X

- will draw a square with verbal directions 4/5X
- will draw a square by connecting dots 4/5X
- will trace a square upon request 4/5X
- will draw a square when hand is guided 4/5X

Goal: WILL NAME POSITION OF OBJECTS AS "IN, ON, UNDER" UPON REQUEST 4/4X

- will name position of object when told once 4/4X
- will name position of object in imitation 4/4X
- will place objects "in, on, under" upon request 4/4X
- will place objects "in, on, under" when shown once 4/4X
- will place objects "in, on, under" in imitation 4/4X
- will place self "in, on, under" upon request 4/4X
- will place self "in, on, under" in imitation 4/4X

Goal: WILL STACK FIVE 1" BLOCKS WITHOUT AID 3/3X

- will stack four 1" blocks when given verbal directions 3/3X
- will stack three 3" blocks when shown how 3/3X

will stack five 3" cans when hands are guided 3/3X

will stack two boxes when shown how 3/3X

Goal: WILL COMPLETE SIX PIECE PUZZLE UPON REQUEST WITHIN 2 MINUTES 3/3X

will complete six piece puzzle with verbal instructions within 4 minutes 3/3X

will complete four piece puzzle when shown how 3/3X

will complete 2 piece puzzle when hand is guided 3/3X

will complete 2 piece formboard within 3 minutes when shown once 3/3X

Now that you have read several examples, let's examine the technique you will use to do task analysis. You will recall there are four parts to a behavioral objective (WHO, WHAT, AID, HOW WELL). Task analysis involves breaking down the "WHAT" and the "AID" part of a behavioral objective.

Changing the WHAT

Changing the WHAT involves a change in the behavior or the conditions. For example, naming skills require the prerequisite skills of pointing and matching. The following is a task analysis of naming colors; observe the three changes in the behavior.

Jimmy will match red

Jimmy will match red and blue

Jimmy will match red, blue, and yellow

Jimmy will point to red

Jimmy will point to red and blue

Jimmy will point to red, blue, and yellow

Jimmy will name red
Jimmy will name red and blue
Jimmy will name red, blue, and yellow

Conditions can also change, such as: "will throw a small ball to an adult 5 feet away" can be changed to "will throw a large ball to an adult 2 feet way."

Changing the AID

The other part of the behavioral objective that could be changed is the aid. Let's review the AID part of the behavioral objective. We are going to look at aids for "doing" skills and for "naming" skills. There is a hierarchy of aids from most to least.

AIDS

Most

Doing skills	Naming skills
Physical	
Visual	
Verbal	Verbal
	modelled each time
	modelled once
	given a choice of two
	initial sound cue
Upon request	Upon request
Independently	Independently

Least

Physical Aid

The most amount of aid you can give a child is physical aid which involves physical contact with the child. When given in a particular task it can be gradually decreased as in the following example:

DRINKS FROM A CUP
- parent holds and directs cup
- parent guides child's hands on cup
- child holds cup, parent directs from wrist
- child holds cup, parent directs from forearm

Here are some further examples of physical aids:
- when hand is held
- when handrail is used
- when wrist is guided

Visual aid

As the name implies, visual aid provides cues which the child can see. Visual aid, as with physical aid, can be gradually decreased. Here is an example:

COMPLETES 6 PIECE PUZZLE
- show the child each time where each piece goes
- show the child once where all the pieces go
- point to where each piece goes

Some additional visual aids commonly used are:
- with dots to trace
- when shown each time
- when model is provided
- when shown once
- when demonstrated

Verbal aid

The third type of aid is verbal aid such as giving the child instructions, or giving initial sound cues. Verbal cues can be used in both doing and naming skills. The following are examples of verbal aids which would be used in teaching a doing skill and a naming skill.

Doing skill

CUTS OUT 2 INCH CIRCLE
WITH SCISSORS
- when given verbal cues such as "watch the line, turn the paper, etc."
- when given verbal directions "stay on the line"

Naming skill

NAMES THREE COLORS

- when modelled once
- given a choice of two
- with initial sound cue
- upon request

Summary

* Use task analysis to plan a sequence of skills which progressively moves the child closer to the desired goal by changing the behavior and/or the aid in the objective.

* Select a skill in this sequence which the child can learn in a one week teaching period.

PRACTICE SECTION

1. List at least four different ways you can make the following skills easier, changing both the WHAT and AID.

	WHAT	AID
a.	will count 5 objects	upon request
	1.	
	2.	
	3.	
	4.	
b.	will follow a 3-step unrelated direction within 1 minute	upon request
	1.	
	2.	
	3.	
	4.	
c.	will use three class names	upon request
	1.	
	2.	
	3.	
	4.	
d.	will put on pants	when instructed how
	1.	
	2.	
	3.	
	4.	
e.	will name long and short	with initial sound cue
	1.	
	2.	
	3.	
	4.	

2. Number the skills so they follow a sequence of easiest for the child (#1) to hardest for the child (#6).

______ will walk backward heel to toe on a balance beam raised 3 inches

______ will walk backward heel to toe on 6 inch wide line

______ will walk forward heel to toe on 6 inch wide line

______ will walk backward heel to toe on balance beam on floor

______ will walk backward heel to toe between tapes spaced 1 foot apart

______ will walk forward heel to toe

3. Number the skills so they follow a sequence of easiest for the child (#1) to hardest for the child (#6).

______ will walk upstairs alternating feet when handrail is used and child is shown how

______ will walk upstairs alternating feet without aid

______ will walk upstairs alternating feet when handrail is used and feet are guided

______ will walk upstairs alternating feet without handrail and when shown how

______ will walk upstairs alternating feet when handrail is used and child is given verbal directions

______ will walk upstairs alternating feet without handrail and child follows footprints

4. Number the skills so they follow a sequence of easiest for the child (#1) to hardest for the child (#8).

______ will print her name when given dashes to trace 3/3X

______ will print her name when given a template 3/3X

______ will print her name when given dots to trace 3/3X

______ will print her name independently 3/3X

______ will print her name when given a model to copy 3/3X

______ will print her name when given a model to trace 3/3X

______ will print her name when her hand is guided 3/3X

______ will print her name when given verbal directions 3/3X

5. Cut along dotted lines on page 10. Place the strips so they follow a sequence of hardest for the child (top) to easiest for the child (bottom). When you have completed the sequence, tape the pieces together and turn it over for a self-correcting picture.

will name blue with initial sound cue

will match red when asked

will point to red upon request

will point to red, blue, and green upon request

will name the colors red, blue, and green upon request

will match red, blue, and green when asked

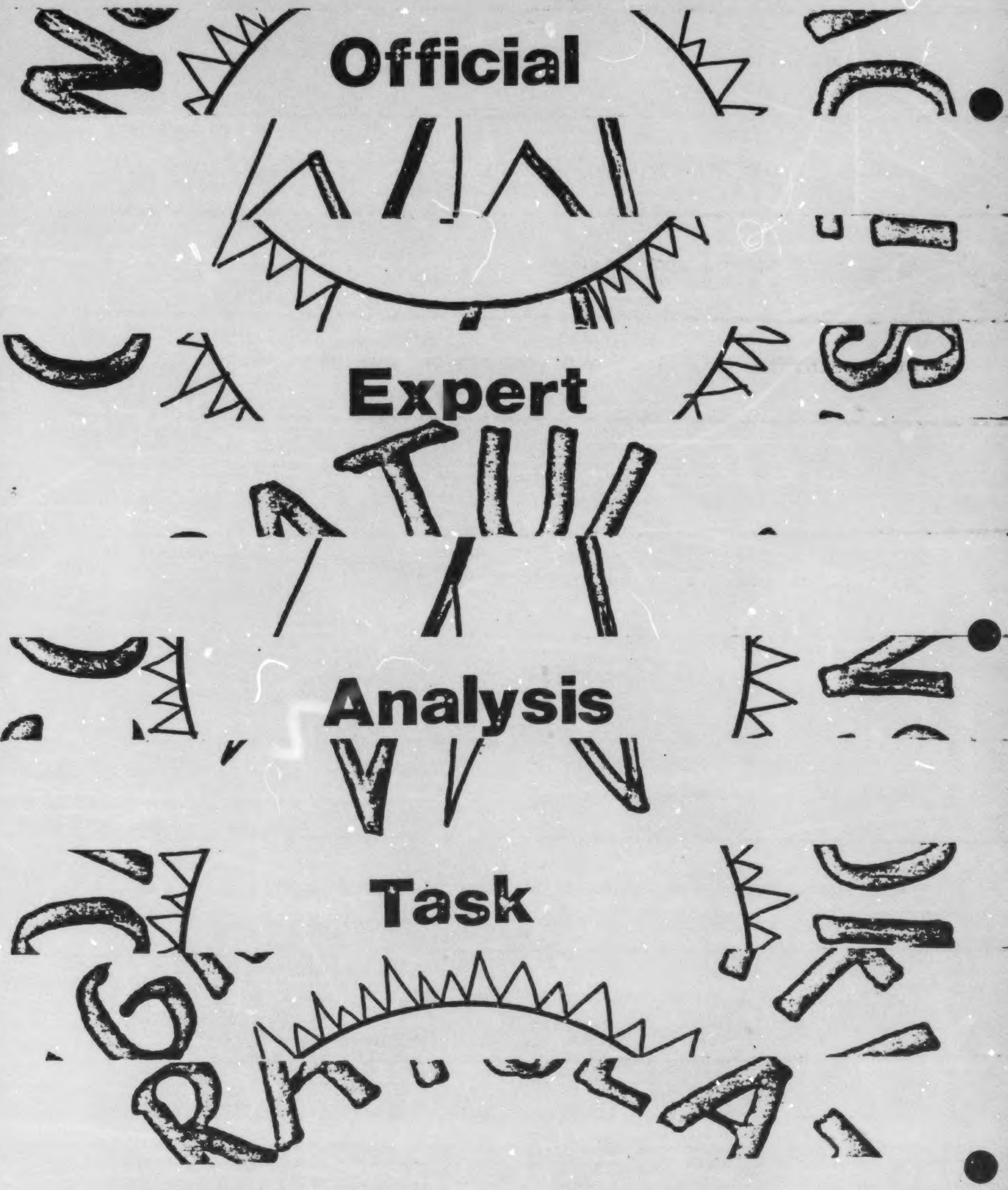
will name red with a model each time

Will match red, blue and green when shown

will name red, blue, and green when given a model once

will name red, blue, and green when given initial sound cue

will name the colors red and blue upon request



Official Expert Analysis Task

ANSWERS

1. List at least four different ways you can make the following skills easier, changing both the WHAT and AID.

	WHAT	AID
a.	will count 5 objects	upon request
	1. 4 objects	in imitation
	2. 3 objects	upon request
	3. hand you 2 objects	in imitation
	4. hand you 1 object	upon request
b.	will follow a 3-step unrelated direction within 1 minute	upon request
	1. 2-step unrelated (no time)	when shown once
	2. 2-step related	upon request
	3. 2-step related	when shown once
	4. 1-step	upon request
c.	will use three class names	upon request
	1. use two class names	in imitation
	2. use one class names	upon request
	3. match picture with others in class	upon request
	4. sort pictures by class	when shown
d.	will put on pants	when instructed how
	1. put on pants	in imitation
	2. put on pants	as mom guides hands
	3. pull pants up from ankles	when shown
	4. pull pants up from knees	upon request
e.	will name long and short	with initial sound cue
	1. name long	in imitation
	2. name short	in imitation
	3. point to long and short	when hand is guided
	4. matches long and short	when asked

2. Number the skills so they follow a sequence of easiest for the child (#1) to hardest for the child (#6).

6 will walk backward heel to toe on a balance beam raised 3 inches

4 will walk backward heel to toe on 6 inch wide line

2 will walk forward heel to toe on 6 inch wide line

5 will walk backward heel to toe on balance beam on floor

3 will walk backward heel to toe between tape spaced 1 foot apart

1 will walk forward heel to toe

3. Number the skills so they follow a sequence of easiest for the child (#1) to hardest for the child (#6).

 2 will walk upstairs alternating feet when handrail is used and child is shown how

 6 will walk upstairs alternating feet without aid

 1 will walk upstairs alternating feet when handrail is used and feet are guided

 5 will walk upstairs alternating feet without handrail and when shown

 3 will walk upstairs alternating feet when handrail is used and child is given verbal directions

 4 will walk upstairs alternating feet without handrail and child follows footprints

4. Number the skills so they follow a sequence of easiest for the child (#1) to hardest for the child (#8).

 4 will print her name when given dashes to trace 3/3X

 2 will print her name when given a template 3/3X

 5 will print her name when given dots to trace 3/3X

 8 will print her name independently 3/3X

 6 will print her name when given a model to copy 3/3X

 3 will print her name when given a model to trace 3/3X

 1 will print her name when her hand is guided 3/3X

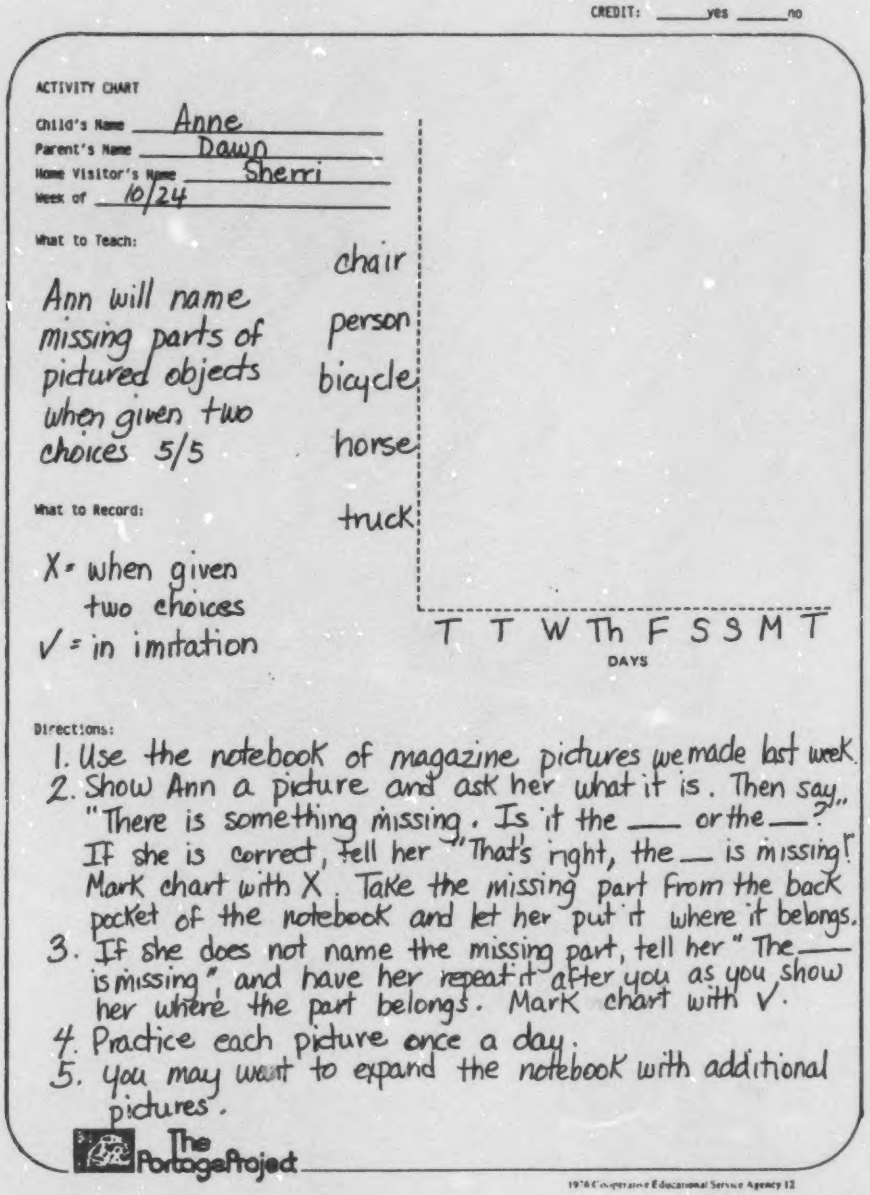
 7 will print her name when given verbal directions 3/3X

SKILL DEVELOPMENT SECTION D - ACTIVITY CHARTS

Activity charts are written plans that are prepared weekly and left with the parent. These plans outline for the parent exactly what skill will be taught including instructions for teaching the activity. Initially, activity charts are written by the home visitor. In time, some parents will learn to write their own. Although all parents will be involved in the planning of activity charts and gradually assume more responsibility in choosing skills and planning activities, it is not realistic to assume that every parent will have the ability or interest in learning to write their own activity charts.

You will prepare three activity charts for each family every week. The planning of the activity chart is partially done during the third part of the home visit - Parent Education Activities. Parents will assist you in this process by helping to choose developmental areas and skills, brainstorming activities to teach the selected skills, developing materials for activities, etc. Involving parents in this process not only increases their ability to select appropriate skills to teach and to learn effective teaching techniques, it also increases the probability that they will follow through on the activities they helped planned. Eventually, you may be able to turn over the whole process of preparing the activity charts to some parents.

The skills selected to be taught during the upcoming week will be written out on activity charts. The activity chart will provide the parent with the necessary information to teach the skill during the week. Therefore, the activity chart must contain enough information for the parent to teach the skill successfully. Here is an example of a completed activity chart.



CREDIT: ____yes ____no

ACTIVITY CHART

Child's Name Anne
Parent's Name Dawn
Home Visitor's Name Sherri
Week of 10/24

What to Teach:

Ann will name missing parts of pictured objects when given two choices 5/5

chair
person
bicycle
horse
truck

What to Record:

X = when given two choices
✓ = in imitation

T T W Th F S S M T
DAYS

Directions:

1. Use the notebook of magazine pictures we made last week.
2. Show Ann a picture and ask her what it is. Then say, "There is something missing. Is it the ___ or the ___?" If she is correct, tell her "That's right, the ___ is missing!" Mark chart with X. Take the missing part from the back pocket of the notebook and let her put it where it belongs.
3. If she does not name the missing part, tell her "The ___ is missing", and have her repeat it after you as you show her where the part belongs. Mark chart with ✓.
4. Practice each picture once a day.
5. You may want to expand the notebook with additional pictures.

The Portage Project

1976 Cooperative Educational Service Agency 12

A blank activity chart has been included in the Form Packet in the Handout section.

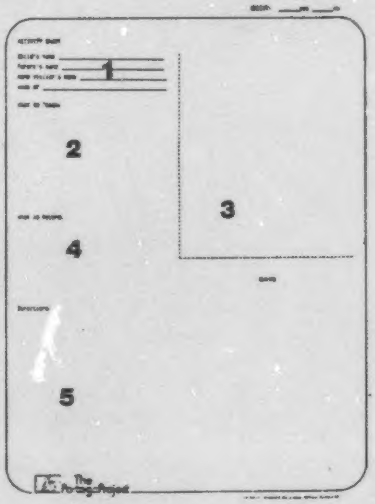
Once a skill for the upcoming week has been chosen, you and the parent will:

1. Determine a creative activity to teach this skill that will maintain the child's and parent's interest for a one week period.
2. Decide if the skill could be incorporated into the family's daily routine.
3. Choose appropriate materials or objects to teach the skill keeping in mind materials available in the home or materials which could be made by you or the parent.

The next step is to write out the activity chart making sure the following information is included:

1. Identifying information
2. Instructional objective
3. Graph for recording
4. What to record
5. Directions for teaching the activity

The corresponding numbers on the activity chart below indicate where these five pieces of information will be written in.

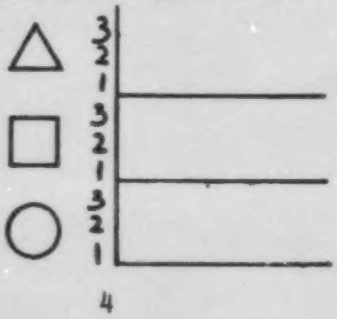


Let's examine these in more detail.

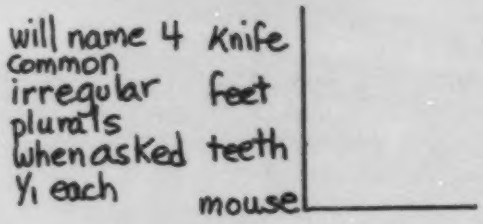
1. Identifying Information - Record the child's name, parent's name, home visitor's name, and date.
2. The Instructional Objective - Write the targeted skill for the upcoming week in the What To Teach section. It is written as a behavioral objective - who/what/aid/how well. Remember, it may be necessary to use task analysis to break down a skill so the child can accomplish it in a one-week period.
3. Graph for Recording -
    a. Horizontal axis - Begin with the day of your visit and write it twice, once for baseline and once for the parent to practice recording. Then continue through the days of the week, including weekends, and end with the day of your next visit. For example, if you visit the family on Wednesday, your horizontal axis will read:

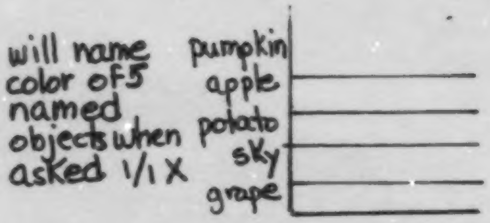
W W TH F S S M T W

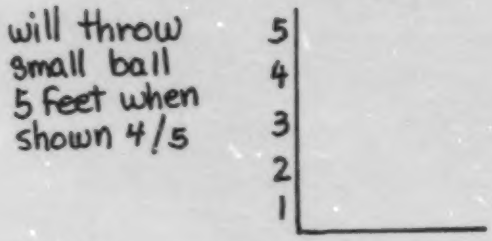
    b. Vertical axis - This axis will be labeled to correspond with the WHAT or the HOW WELL part of the objective. For example, if your objective says "Lamont will place a circle, square, and triangle in formboard on request 3/3X" your axis would look like this:

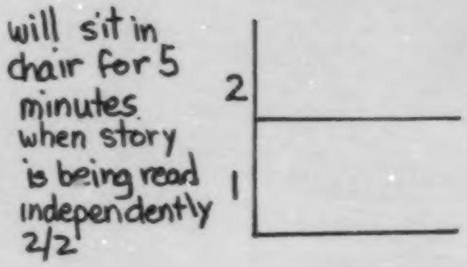


Here are some additional examples:


will name 4 common irregular plurals when asked 1/1 each
Knife
feet
teeth
mouse


will name color of 5 named objects when asked 1/1 X
pumpkin
apple
potato
sky
grape


will throw small ball 5 feet when shown 4/5
5
4
3
2
1


will sit in chair for 5 minutes when story is being read independently 2/2
2
1

4. What to Record - Symbols are used to record the child's response. One symbol will be used to record if the child responds as stated in the instructional objective and another if the child responds as stated in the correction procedures. Here is an example:

What to Record:

✓ = upon request
(✓) = when shown
X = when hand is held

As you will notice, the child's performance is not viewed in a pass/fail manner, but râther in a positive way. The child receives help when needed and moves ahead independently when no help is necessary. This will help you teach the parent a positive approach to assessing and working on specific needs the child may have. Use neutral marking symbols such as circles, checkmarks, Xs, etc. Do not use yuk face or symbols that represent anything negative.

5. Directions for Teaching the Objective - This part of the activity chart will provide directions for the parent in teaching the skill to the child. These directions should clarify any questions the parent might have during the week concerning how to teach the specific objective. Include the following information in your directions:

    A. Materials needed - Tell the parents what materials they will need. Emphasize the use of objects already in the home or homemade materials that the parent can make and keep at home. This is important because the chances of these skills being practiced, reinforced, and maintained are much greater if the materials used are present in the child's natural environment. This will also help parents see that they do not need commercial toys to be good teachers.

    B. Place to work - Sometimes it is important to specify a special place to perform an activity. For example, it would be better to stack blocks on a hard table than on a shag carpet. Or if you know from informal observation that the child is easily distracted, it would be better to work on the living room floor rather than at the kitchen table by the window overlooking the neighborhood playground.

C. Manner of presentation - This explains how to present the activity. Write it as if you were talking to the parent. Describe how to arrange the materials, how to present the activity, and how to get the child to respond. Consider the parents' teaching style; you want the manner of presentation to be comfortable to them.

D. Reinforcement - Indicate the specific reinforcement the child will receive. This helps parents learn to use positive reinforcement. If the reinforcement is verbal, use words that describe the exact action the child is being reinforced for such as, "Great job, that is a dog." or "Good work, you put all the squares in the same pile." Don't just say "Good girl." Children need to know exactly what they are being reinforced for. Consult the parent when deciding what additional reinforcement will be paired with the verbal one; such as hugs, winks, stickers, hand clapping, etc. Parents know their child best and can determine what they feel most comfortable with. Reinforcement is always given immediately after the desired behavior.

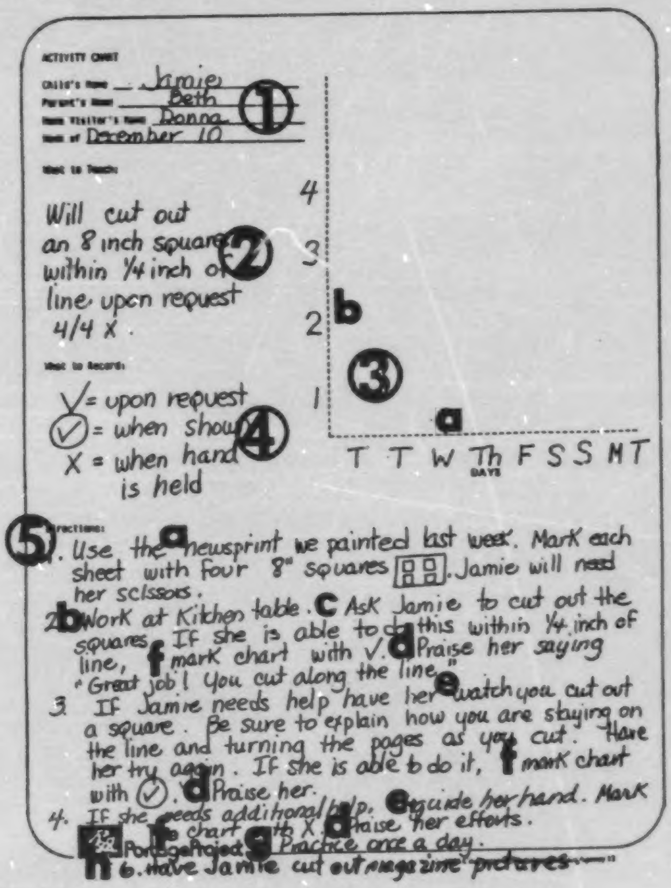
E. Correction procedure - This will explain what the parent should do if an incorrect response is given by the child; in other words, this is the teaching procedure. The correction procedure should provide the child with just enough information to help her/him produce a correct response. This is a vital part of the directions because it helps ensure successful experiences for both the parent and child. Task analysis is used in planning correction procedures. A correction procedure is generally a step back in the task analysis process. For example, the instructional objective states that "Alice will name the colors red, blue, and green with initial sound cues" but Alice cannot do this. A correction procedure might be to have Alice name only red and blue when modeled. Be specific in describing the aid the child will be given rather than just saying "when given aid." Correction procedures tell the parent what to do when her/his child is unable to perform a skill. It provides parents with a positive approach to teach skills to their child.

F. How to Record - Recording is a necessary part of the teaching procedure; it produces an accurate measure of the number of times the skill was practiced and how many times the child was successful. In reviewing the parents' daily recording you can tell how easy or difficult the skill was to learn and how long it took. Recording is reinforcing for the parents because they can see the daily progress their child has made.

G. How Often to Practice - State how many times the parent should practice the skill with the child (twice a day, at mealtimes, etc). The number of times is based on the child's attention span and how much time the parent has to work with the child.

H. Activity Variation - State additional ways the parent and child could practice the skill during the week, using different materials or working in a different setting. This is an excellent opportunity for you and the parent to brainstorm alternative activities that could be used to practice the skill.

Here is another example of an activity chart with cooresponding numbers and letters indicating where the above mentioned information is written.



ACTIVITY CHART

Child's Name Jamie ①
Parent's Name Beth
Home Visitor's Name Donna
Week of December 10

What to Teach:
Will cut out an 8 inch square ② within 1/4 inch of line upon request 4/4 X.

What to Record:
✓ = upon request
(✓) = when shown ④
X = when hand is held

4
3
2
1
b
③
a
T T W Th F S S M T
DAYS

⑤ Directions:
1. Use the a newsprint we painted last week. Mark each sheet with four 8" squares. Jamie will need her scissors.
2. b Work at Kitchen table. c Ask Jamie to cut out the squares. If she is able to do this within 1/4 inch of line, f mark chart with ✓. d Praise her saying "Great job! You cut along the line."
3. If Jamie needs help have her e watch you cut out a square. Be sure to explain how you are staying on the line and turning the pages as you cut. Have her try again. If she is able to do it, f mark chart with (✓). d Praise her.
4. If she needs additional help, e guide her hand. Mark f the chart with X. d Praise her efforts.
Portage Project g Practice once a day.
h 6. Have Jamie cut out magazine pictures ---"

Use the checklist below to determine if you have included all necessary information in your activity charts.

___ materials

___ place to work (if necessary)

___ manner of presentation (consider the teaching style of the parent; learning style of the child)

___ how to record

___ simple recording procedures for parent to follow during the week

___ clear, concise, and easy-to-understand directions

___ directions written in a conversational style

___ the activity is fun

___ specific reinforcement

___ positive correction procedure

___ activity variations

___ how many times to practice

___ directions for making materials (if appropriate)

___ fits in with daily routine (if appropriate)

The information you should include on an activity chart may seem overwhelming at first. With practice, writing good charts will become second nature. Just work your way through each point, making sure your plan is as simple, complete, and readable as possible. All of the parts are necessary if you are to provide parents with a viable easy-to-use plan for teaching their child. On the following pages are completed examples of activity charts.

CREDIT: _____yes _____no

ACTIVITY CHART

Child's Name Beth

Parent's Name Mary Jo

Home Visitor's Name Karen

Week of 9/30

What to Teach:

Beth will make
her bed on request
once a day.

What to Record:

✓= on request
X = when shown

Th Th F S S M T W Th

DAYS

Directions:

1. After Beth has finished breakfast, tell her to come upstairs with you to make her bed.
2. If she makes the bed correctly by herself, praise her and mark chart with ✓.
3. If she has difficulty, go to the other side of the bed and show her how to do the task. Have her complete her side alone after you have shown her. Praise her efforts and mark chart with X.
4. After she has finished making the bed each morning let her choose a sticker to put on the "Good Helper" chart.
5. Let her Know how proud you are that she is learning to help you around the house.
6. Practice once a day.

The Portage Project

1976 Cooperative Educational Service Agency 12

CREDIT: ______yes ______no

ACTIVITY CHART

Child's Name Amy
Parent's Name Kay Johnson
Home Visitor's Name Karen
Week of January 24

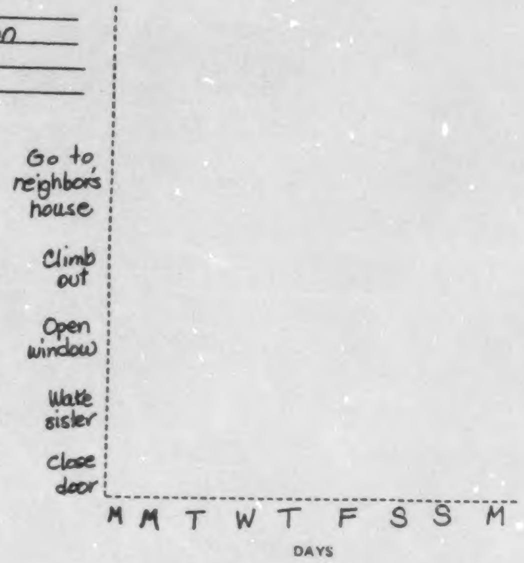
What to Teach:

Amy will perform 5 steps in a home fire drill after complete demonstration once a day.

What to Record:

√= demonstration once

X= demonstration after a step



Directions:

1. Practice this activity in Amy's bedroom.
2. Demonstrate and explain each step of the fire drill. Tell Amy the reason for and importance of each step.
3. After you've completed all steps, ask Amy to go through each step. When she does, praise her and mark a √.
4. If she does a step incorrectly or skips a step, stop her and show her what to do. Have her repeat the step after you, praise her and mark the chart with an X. Ask her to go on to the next step.
5. Practice the home fire drill once a day.
6. Amy's sister can do this activity so she'll learn the procedure also.

The Portage Project

1976 Cooperative Educational Service Agency 12

CREDIT: _____ yes _____ no

ACTIVITY CHART

Child's Name Tina

Parent's Name Julia

Home Visitor's Name Karen

Week of February 18

What to Teach:

Tina will draw a square when given dots ⁚⁚ 4/4 X.

What to Record:

O = when given dots
X = template
✓ = hand is guided

Directions:

1. Work at kitchen table. Give Tina a large crayon and a piece of paper with ⁚⁚ on it. Make the dots at least 4" apart.
2. Ask her to draw a square. If she does it, praise her and mark the chart with O.
3. If she needs additional aid, give her the square template we made. If she is able to draw a square with the template, praise her and mark the chart with X.
4. If she needs additional help using the template, guide her hand. Praise her and mark chart with ✓.
5. Have Tina draw 4 squares a day.
6. During the week play "square hunt" and have her find square objects around the house. Also serve a snack of square saltines and cheese squares.

The Portage Project

1976 Cooperative Educational Service Agency 12

SUMMARY

Activity charts are written for parents and describe what materials are needed to teach the skill, how to teach the skill, how to reinforce the child and how to record. Listed below are ten important points you should remember when writing activity charts for parents.

1. Words and sentences should be direct and concise.
2. State a specific reinforcement.
3. Use a simple recording system that the parent can easily follow.
4. Use household objects or homemade materials whenever possible.
5. Check to see if the activity is one that can be incorporated into the family's daily routine.
6. Leave activity charts in all homes, including with non-reading parents; use symbols on recording chart and make directions clear and concise.
7. Make sure your correction procedures are positive and provide the parent with the necessary information to get the child to respond correctly.
8. Number the directions to make them easier to follow.
9. Avoid educational jargon. Use vocabulary parents will feel comfortable with.
10. Make the activities fun for both parent and child.

PRACTICE SECTION

Instructional Objective

1. What to Teach: Place an X by the complete behavioral objectives.

   _____ will sit for five minutes when story is being read

   _____ will stack four blocks upon request 3/3x

   _____ will name ten animal sounds 1/1x

   _____ will set table with use of a helper mat 2/2x

   _____ will button own coat when shown 4/1x

   _____ will take turns when demonstrated by mom

   _____ will say please and thank-you when appropriate with a reminder 80%

   _____ will stand on one foot for 5 seconds using a chair for balance if needed

   _____ will tell address when asked 2/2x

2. Write an instructional objective in each of the developmental areas listed below using a developmental checklist.

MOTOR
What to teach:

SELF-HELP
What to teach:

SOCIALIZATION
What to teach:

NUTRITION
What to teach:

LANGUAGE
What to teach:

COGNITIVE
What to teach:

Graph for Recording

3. Which horizontal axes are correct?

a___ b___ c___ d___ e___ f___

a. M M T W TH F S S M

b. M M T W TH F S S M M

c. W W TH F M T M

d. TH TH F S S M T W TH

e. F S S M T W TH F

f. F F S S M T W TH F

4. Write the recording for the vertical axis in each instructional objective listed below.

a. will name red, blue, and green upon request 3/3 each

b. will walk forward on balance beam when teacher holds hand 4/5x

c. will name three shapes when asked 2/2x

d. will complete a six piece puzzle
when shown how 4/4x

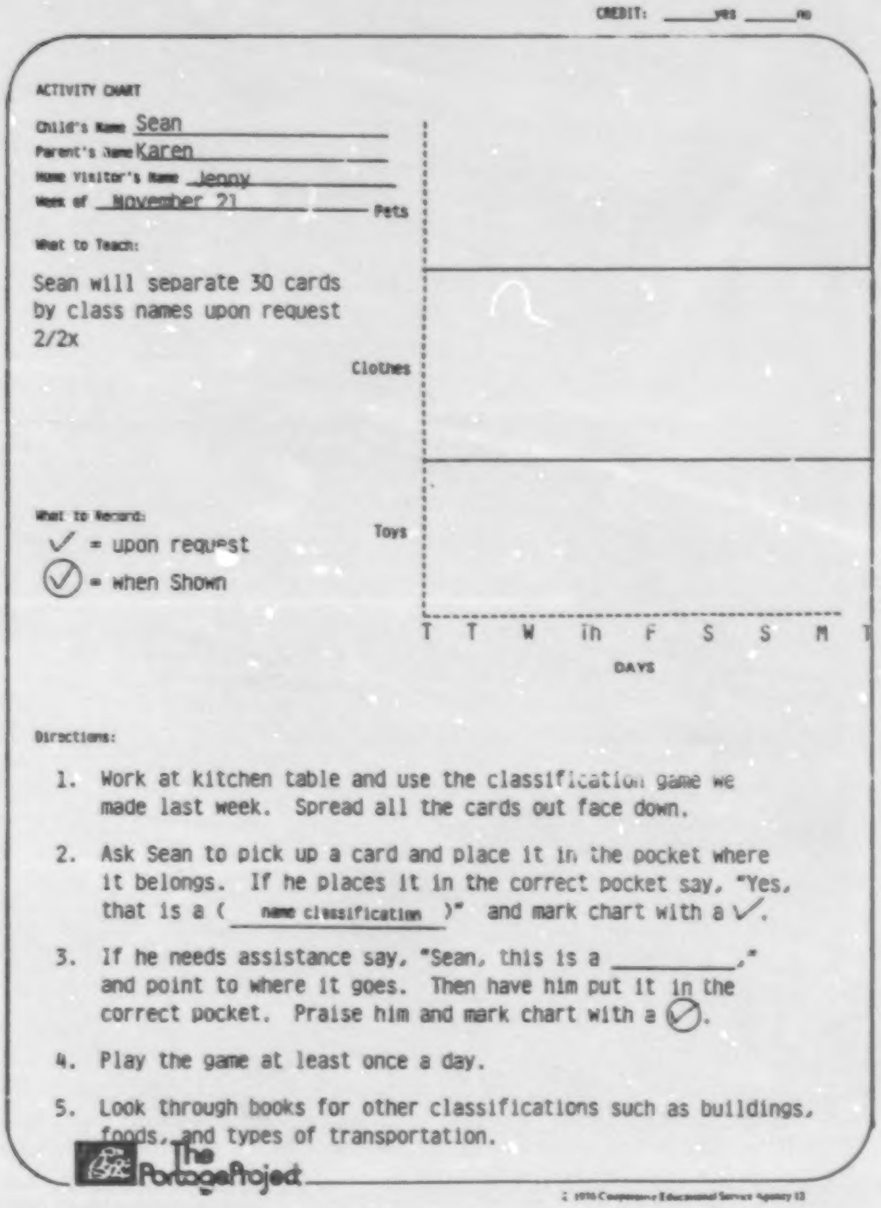
e. will sit in chair for 2 minutes when story is
being read during circle time and closing time 2/2x

f. will print name on lined paper when given a model 3/3x

Directions for Teaching the Objective

5. Match these eight points to the chart below.

   1. How Often to Practice
   2. Activity Variation
   3. Correction Procedure
   4. Presentating the Activity
   5. How to Record
   6. Material Needed
   7. Place to Work
   8. Reinforcement



CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name Sean

Parent's Name Karen

Home Visitor's Name Jenny

Week of November 21

What to Teach:

Sean will separate 30 cards
by class names upon request
2/2x

What to Record:

✓ = upon request

Ⓥ = when Shown

Pets
Clothes
Toys
T T W Th F S S M T
DAYS

Directions:

1. Work at kitchen table and use the classification game we made last week. Spread all the cards out face down.
2. Ask Sean to pick up a card and place it in the pocket where it belongs. If he places it in the correct pocket say, "Yes, that is a (name classification)" and mark chart with a ✓.
3. If he needs assistance say, "Sean, this is a __________," and point to where it goes. Then have him put it in the correct pocket. Praise him and mark chart with a Ⓥ.
4. Play the game at least once a day.
5. Look through books for other classifications such as buildings, foods, and types of transportation.

The Portage Project

© 1976 Cooperative Educational Service Agency 12

Microfilmed From
Best Available Copy

ANSWERS

Instructional Objective

1. What to Teach: Place an X by the complete behavioral objectives.

   _____ will sit for five minutes when story is being read
   (AID and HOW WELL is missing)

   __X__ will stack four blocks / upon request / 3/3x

   _____ will name ten animal sounds 1/1x
   (AID is missing)

   __X__ will set table / with use of a helper mat / 2/2x

   _____ will button own coat when shown 4/1x
   (the HOW WELL is incorrect)

   _____ will take turns when demonstrated by mom
   (HOW WELL is missing)

   __X__ will say please and thank-you when appropriate / with a reminder / 80%

   _____ will stand on one foot for 5 seconds using a chair for balance if needed (HOW WELL is missing)

   __X__ will tell address / when asked / 2/2x

2. Write an instructional objective in each of the developmental areas listed below using a developmertal checklist. (examples)

   MOTOR
   What to teach:
   will jump backward when hand is held 3/4x

   SOCIALIZATION
   What to teach:
   will take turns when modeled each time 4/5x

   LANGUAGE
   What to teach:
   will find a pair of objects on request 4/4x

   SELF-HELP
   What to teach:
   will brush teeth when shown once a day

   NUTRITION
   What to teach:
   will drink 8 oz. milk at lunch when asked once a day

   COGNITIVE
   What to teach:
   will count to three in imitation 3/3x

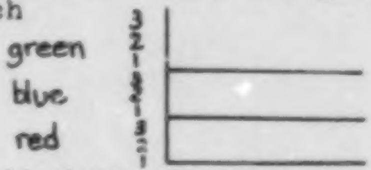
Graph for Recording

3. Which horizontal axes are correct?

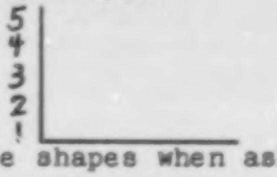
a_X_ b___ c___ d_X_ e___ f_X_

4. Write the recording for the vertical axis in each instructional objective listed below.

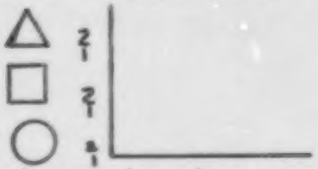
a. will name red, blue, and green upon request 3/3 each


3
2
1
green
3
2
1
blue
3
2
1
red

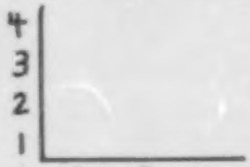
b. will walk forward on balance beam when teacher holds hand 4/5x



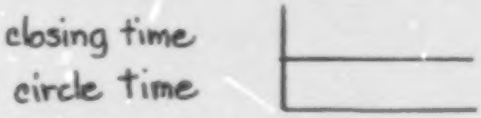
c. will name three shapes when asked 2/2x



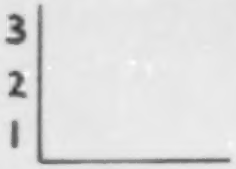
d. will complete a six piece puzzle when shown how 4/4x



e. will sit in chair for 2 minutes when story is being read during circle time and closing time 2/2x


closing time
circle time

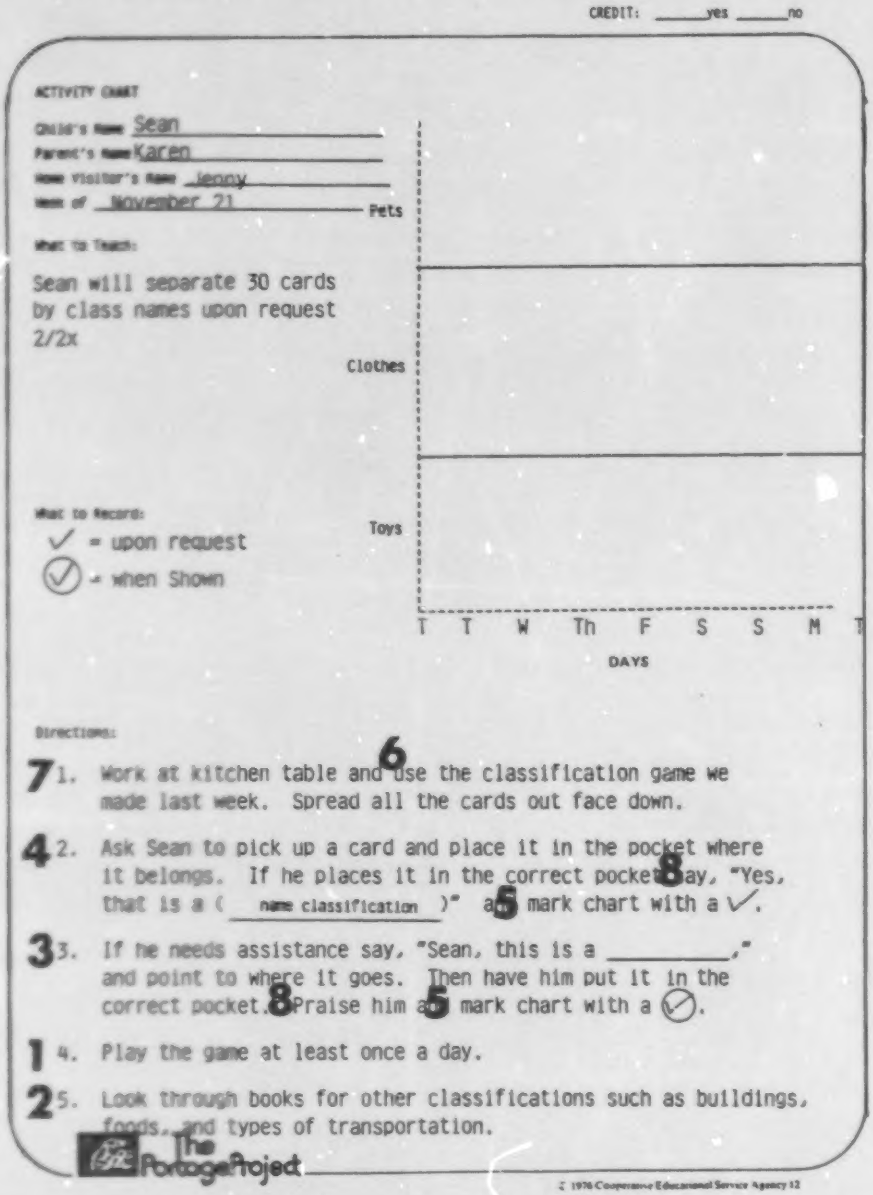
f. will print name on lined paper when given a model 3/3x



Directions for Teaching the Objective

5. Match these eight points to the chart below.

1.	How Often to Practice	5.	How to Record
2.	Activity Variation	6.	Material Needed
3.	Correction Procedure	7.	Place to Work
4.	Presenting the Activity	8.	Reinforcement



CREDIT: ______yes ______no

ACTIVITY CHART

Child's Name Sean

Parent's Name Karen

Home Visitor's Name Jenny

Week of November 21

What to Teach:

Sean will separate 30 cards
by class names upon request
2/2x

What to Record:

✓ = upon request

Ⓥ = when Shown

Pets
Clothes
Toys
T T W Th F S S M T
DAYS

Directions:

7 1. Work at kitchen table and 6 use the classification game we made last week. Spread all the cards out face down.

4 2. Ask Sean to pick up a card and place it in the pocket where it belongs. If he places it in the correct pocket 8 say, "Yes, that is a (name classification)" a 5 mark chart with a ✓.

3 3. If he needs assistance say, "Sean, this is a __________," and point to where it goes. Then have him put it in the correct pocket. 8 Praise him a 5 mark chart with a Ⓥ.

1 4. Play the game at least once a day.

2 5. Look through books for other classifications such as buildings, foods, and types of transportation.

The Portage Project

© 1976 Cooperative Educational Service Agency 12

BEST COPY AVAILABLE

SKILL DEVELOPMENT SECTION E - HOME VISIT REPORT

Jordana D. Zeger
Margaret Stine

HOW TO COMPLETE THE HOME VISIT REPORT

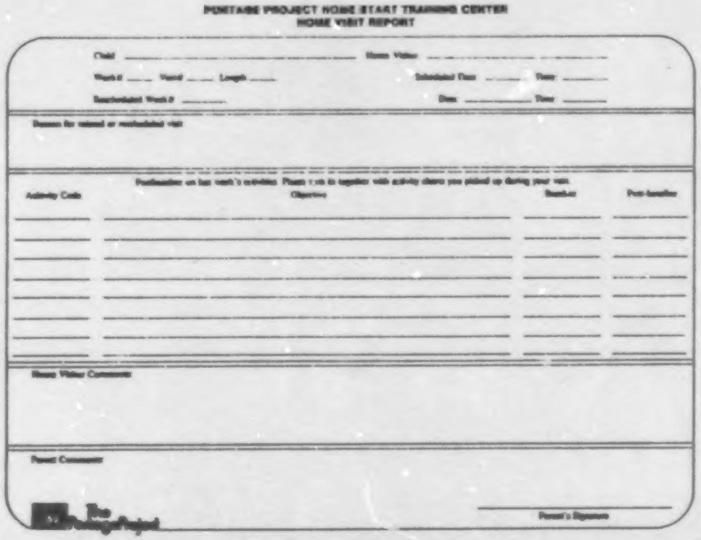
The Home Visit Report is a comprehensive system documenting the information necessary for you and your supervisor to monitor the home-based program and plan quality services for each family.

A Home Visit Report is filled out for each home visit made to a family and serves as your lesson plan during the home visit. This skill development section is divided into 6 parts:

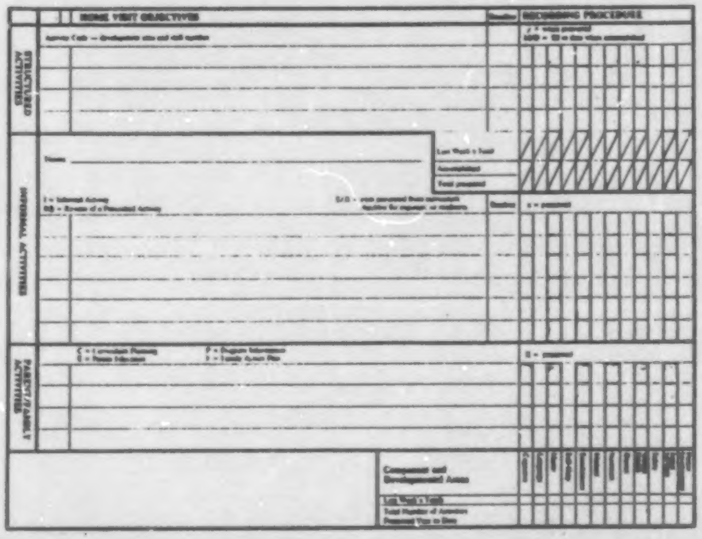
1. Identifying Information
2. Structured Activities
3. Recording Procedures - First Set
4. Informal Activities
5. Parent Education Activities
6. Recording Procedures - Second Set

EXAMPLE 1. Home Visit Report Form

FRONT



BACK

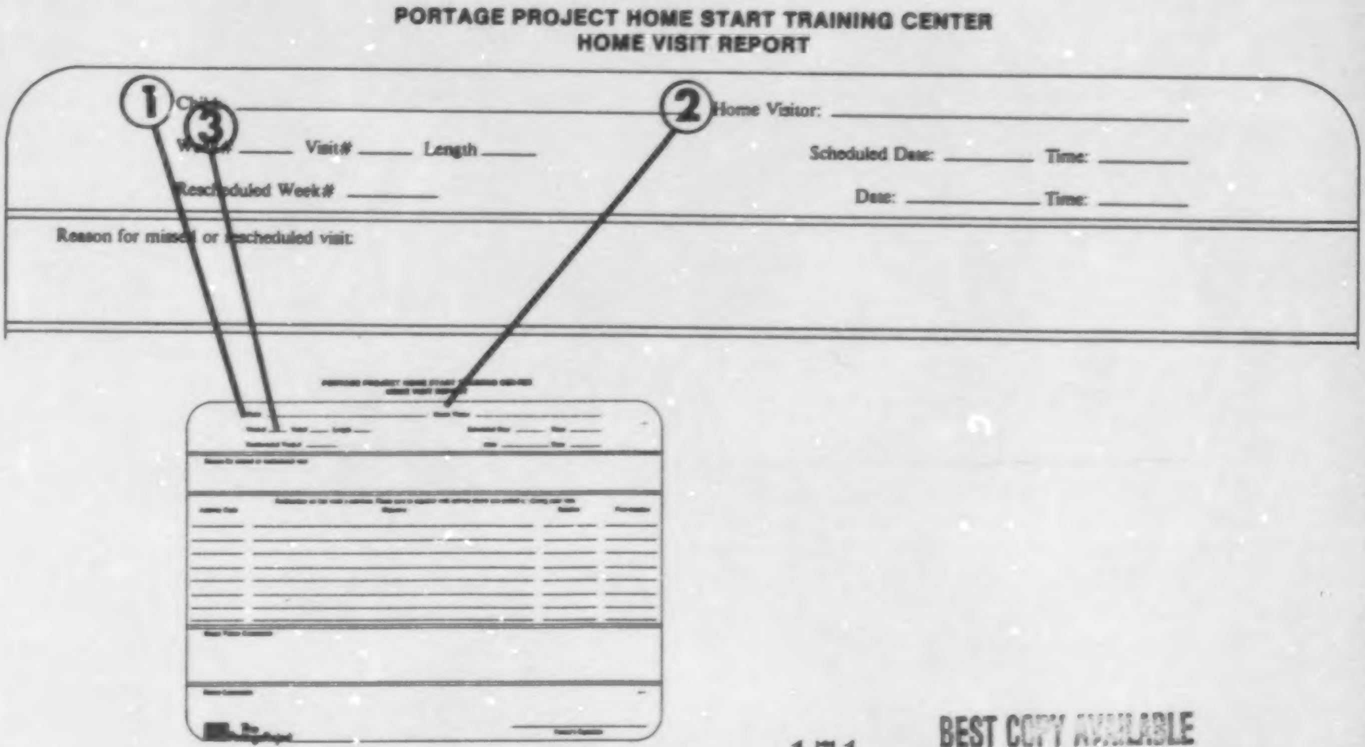


PART 1 - Identifying Information Section

Numbers with circles ○ indicate information to be filled in prior to the home visit. Numbers with squares ☐ indicate information to be filled in during the home visit. Numbers 7 and 10 are the last items to be filled in during the home visit.

EXAMPLE 2. ① Child's name to be written here.

② Home visitors name to be written here.



PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

Child: ______________________________ Home Visitor: ______________________

Week# _____ Visit# _____ Length _____ Scheduled Date: _________ Time: _________

Rescheduled Week# _________ Date: ____________ Time: _________

Reason for missed or rescheduled visit:

BEST COPY AVAILABLE

③ Week # - The Week # is predetermined by your program. Parents are usually served for 32 to 38 program weeks. These predetermined numbers do not include all the weeks your program is in operation, but only the weeks the parents will be served.

EXAMPLE 3.

AUGUST

	S	M	T	W	T	F	S
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
Start up week	19	20	21	22	23	24	25
Inservice training	26	27	28	29	30	31	

SEPTEMBER

	S	M	T	W	T	F	S
							1
Program week 1	2	3	4	5	6	7	8
2	9	10	11	12	13	14	15
3	16	17	18	19	20	21	22
4	23	24	25	26	27	28	29
	30						

OCTOBER

	S	M	T	W	T	F	S
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
Inservice	21	22	23	24	25	26	27
8	28	29	30	31			

NOVEMBER

	S	M	T	W	T	F	S
					1	2	3
9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17
11	18	19	20	21	22	23	24
Staff retreat/ Holiday	25	26	27	28	29	30	

DECEMBER

	S	M	T	W	T	F	S
							1
12	2	3	4	5	6	7	8
13	9	10	11	12	13	14	15
14	16	17	18	19	20	21	22
Vacation	23	24	25	26	27	28	29
	30	31					

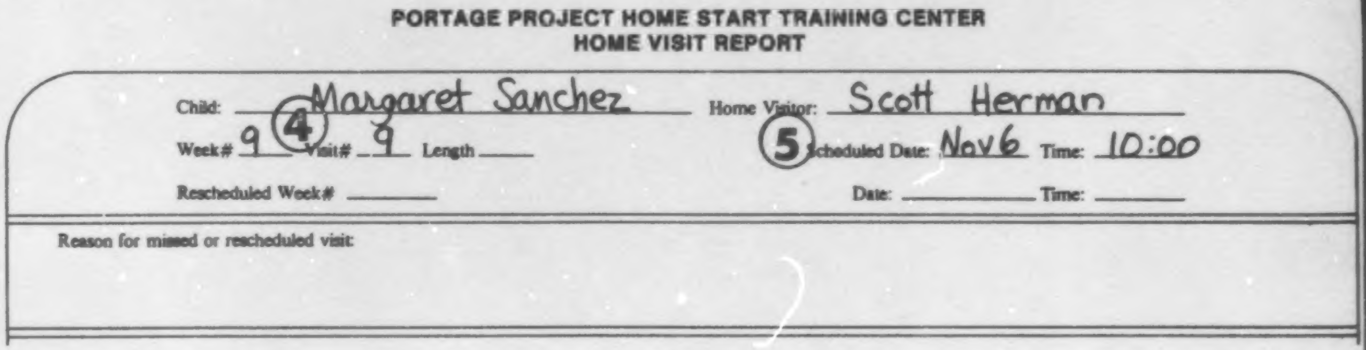
For instance, September 25 is Week #4

November 8 is Week #9

④ Visit # is the number of actual visits the home visitor has made to each family.

⑤ Date and time of visit to be recorded here.

EXAMPLE 4.



PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

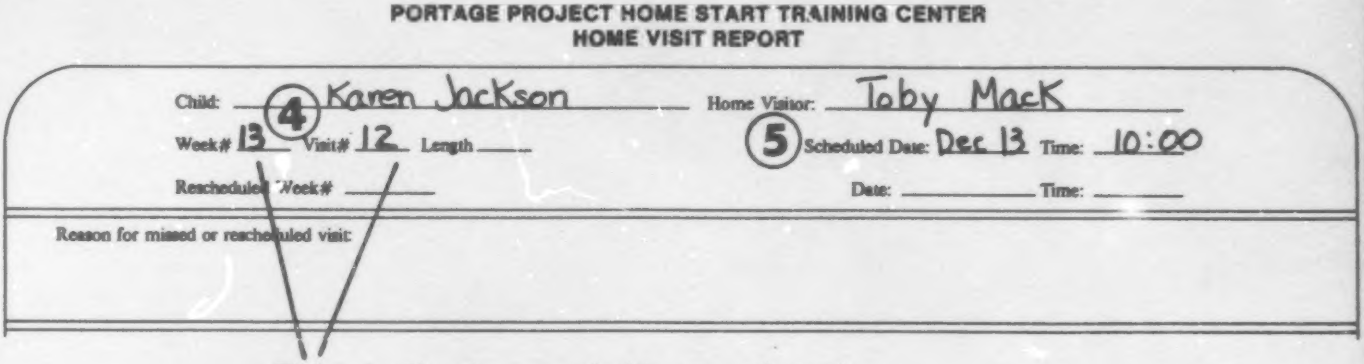
Child: Margaret Sanchez Home Visitor: Scott Herman

Week# 9 ④ Visit# 9 Length ____ ⑤ Scheduled Date: Nov 6 Time: 10:00

Rescheduled Week# ____ Date: ____ Time: ____

Reason for missed or rescheduled visit:

EXAMPLE 5



PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

Child: ④ Karen Jackson Home Visitor: Toby Mack

Week# 13 Visit# 12 Length ____ ⑤ Scheduled Date: Dec 13 Time: 10:00

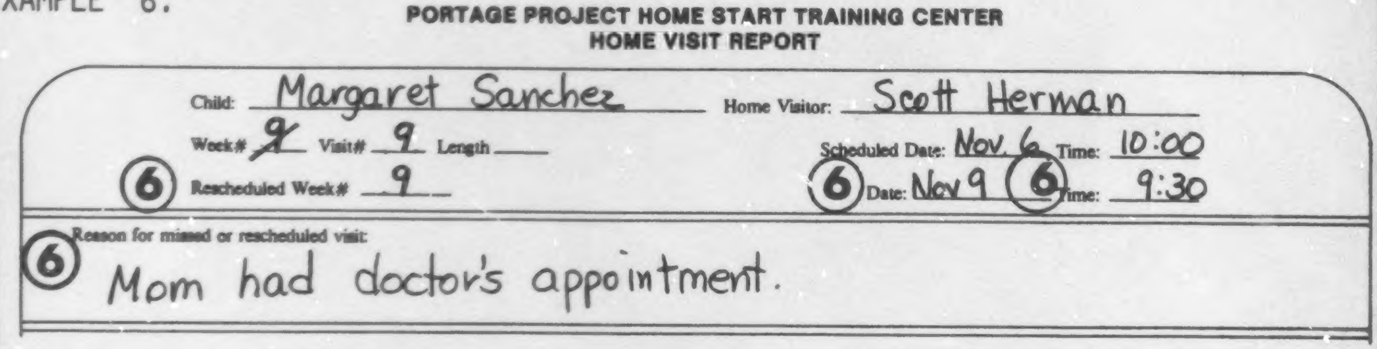
Rescheduled Week# ____ Date: ____ Time: ____

Reason for missed or rescheduled visit:

This indicates a visit was missed.

⑥ Fill in the Rescheduled Week #, Date and Time for any visit which has been cancelled and for which a visit has been rescheduled. Write in the reasons for missed or rescheduled visits.

EXAMPLE 6.

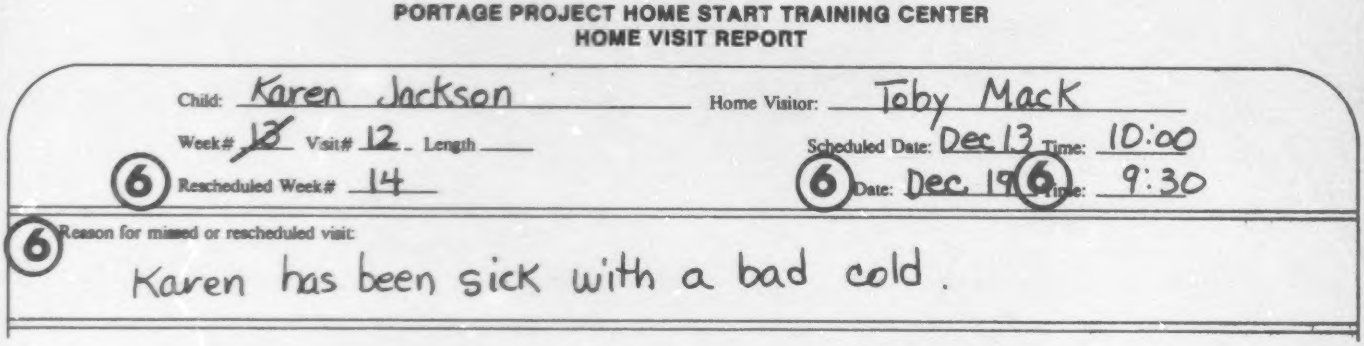


PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

Child: Margaret Sanchez Home Visitor: Scott Herman
Week# ~~9~~ Visit# 9 Length ____ Scheduled Date: Nov. 6 Time: 10:00
⑥ Rescheduled Week# 9 ⑥ Date: Nov 9 ⑥ Time: 9:30

⑥ Reason for missed or rescheduled visit:
Mom had doctor's appointment.

Rescheduled Week # will change if the rescheduled visit is not planned for the same week.

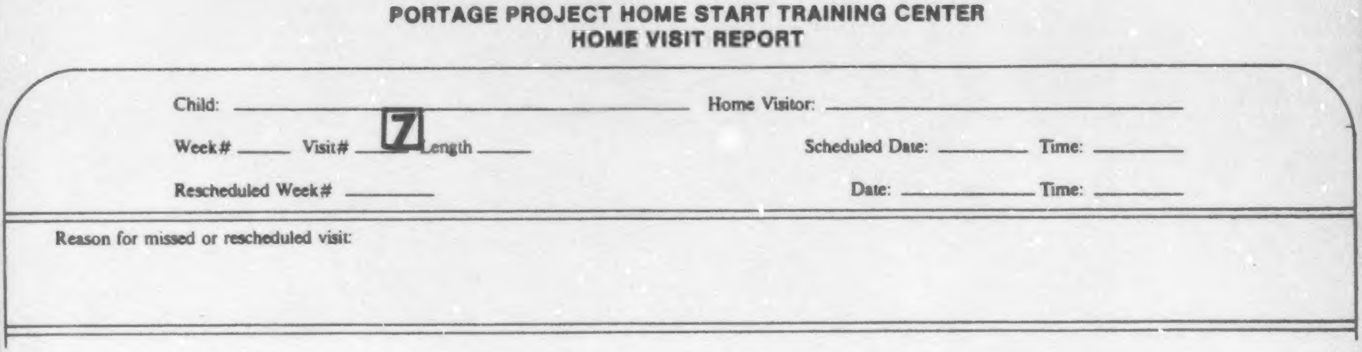


PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

Child: Karen Jackson Home Visitor: Toby Mack
Week# ~~13~~ Visit# 12 Length ____ Scheduled Date: Dec 13 Time: 10:00
⑥ Rescheduled Week# 14 ⑥ Date: Dec. 19 ⑥ Time: 9:30

⑥ Reason for missed or rescheduled visit:
Karen has been sick with a bad cold.

⑦ This shows how long you were in the home. It is filled out at the end of the home visit but before the parent signs the form.



PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

Child: ______________________ Home Visitor: ______________________

Week# _____ Visit# _____ 7 Length _____ Scheduled Date: _______ Time: _______

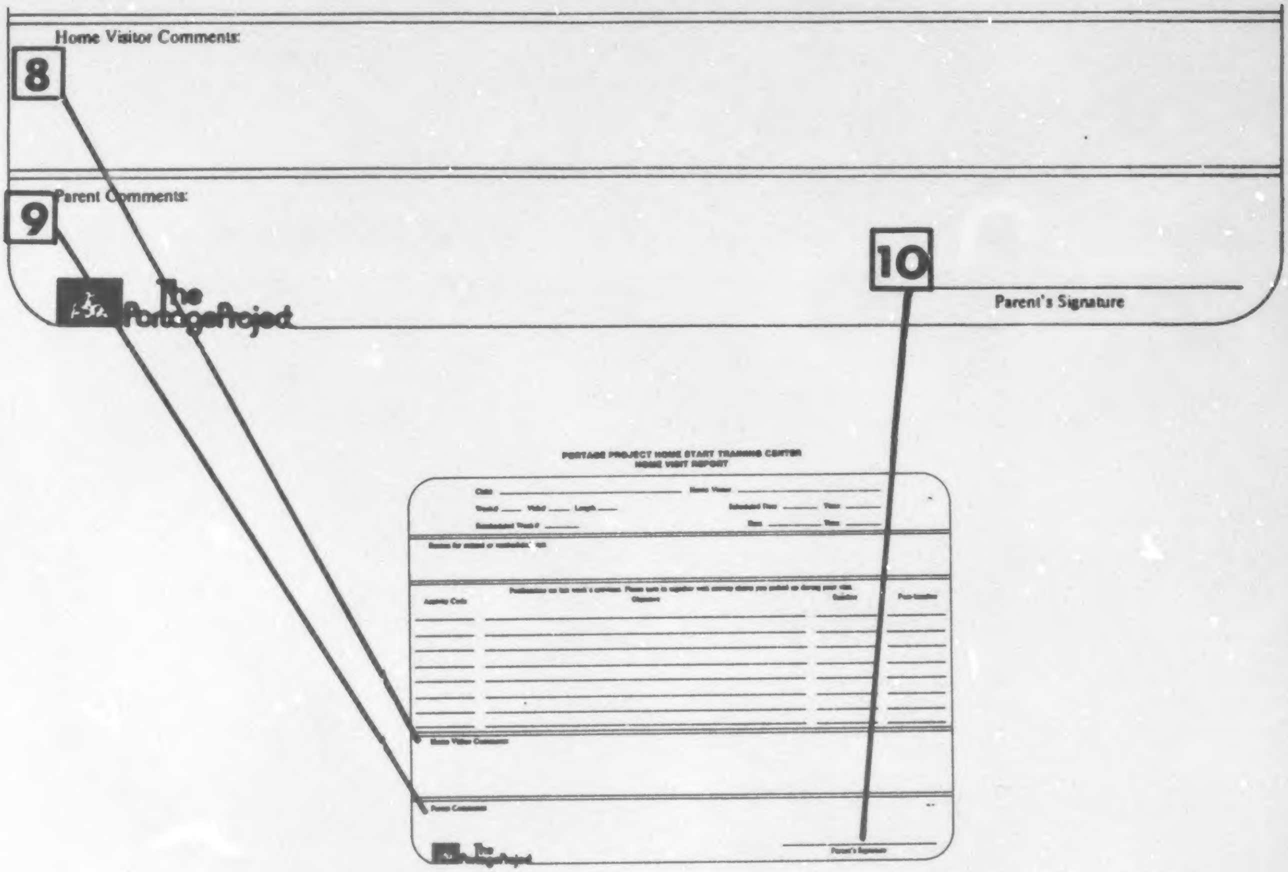
Rescheduled Week# _______ Date: _______ Time: _______

Reason for missed or rescheduled visit:

8 Record pertinent information obtained during your home visit in this space.

9 Encourage parents to enter any comments they may have in this space.

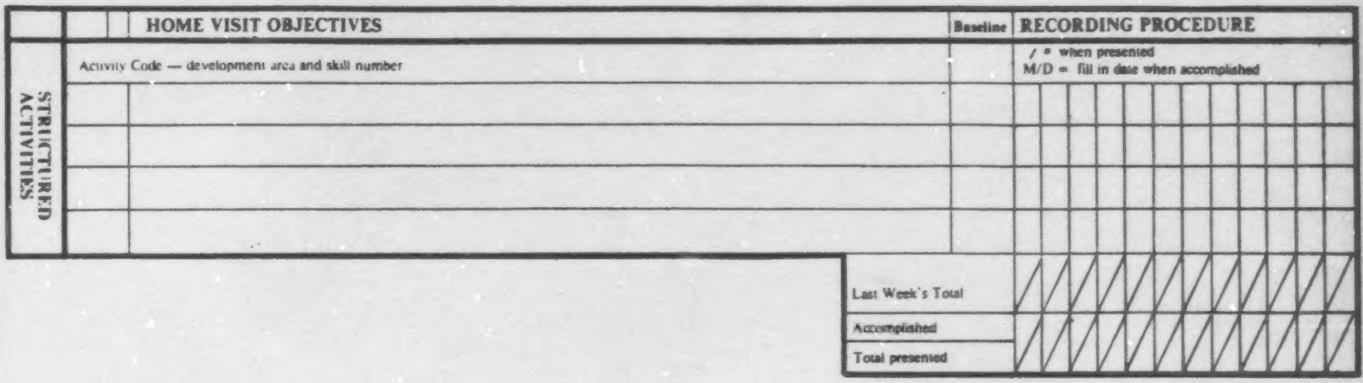
10 Lastly, have the parent sign the Home Visit Report.


Home Visitor Comments:
8
Parent Comments:
9
10
Parent's Signature
The Portage Project
PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

BEST COPY AVAILABLE

PART 2 - Structured Activities Section

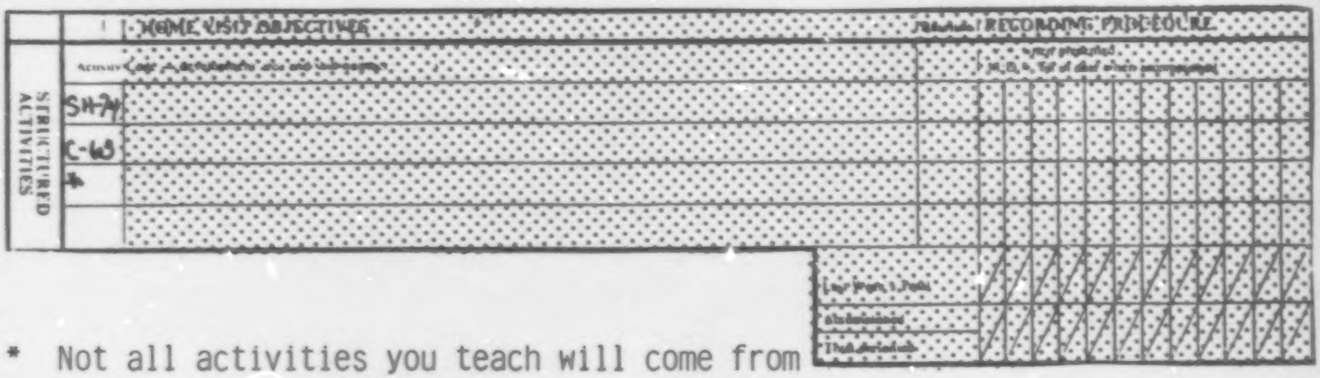
The structured activities are those you have written up on activity charts and are going to teach during the first part of the home visit.



		HOME VISIT OBJECTIVES	Baseline	RECORDING PROCEDURE											
STRUCTURED ACTIVITIES	Activity Code — development area and skill number			/ = when presented M/D = fill in date when accomplished											
			Last Week's Total												
			Accomplished												
			Total presented												

NOTE: These activities are the ones you will copy on the front side of next week's Home Visit Report form.

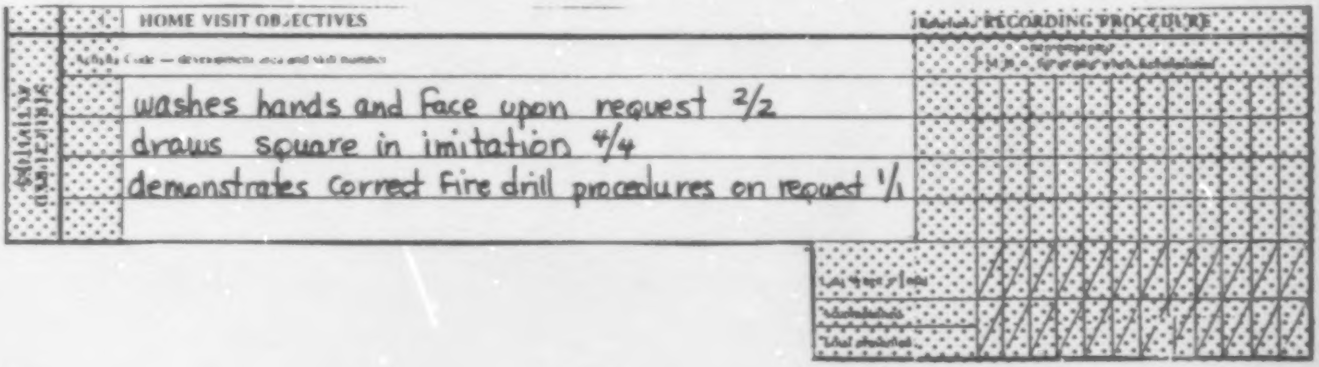
1. Use the first column to write the educational component area (C-Cognition, SH-Self-Help, L-Language, M-Motor, S-Socialization) and the skill number if your developmental checklist has one.



		HOME VISIT OBJECTIVES	RECORDING PROCEDURE
STRUCTURED ACTIVITIES	SH-74		
	C-63		
	*		

* Not all activities you teach will come from a checklist and therefore will not have an activity code.

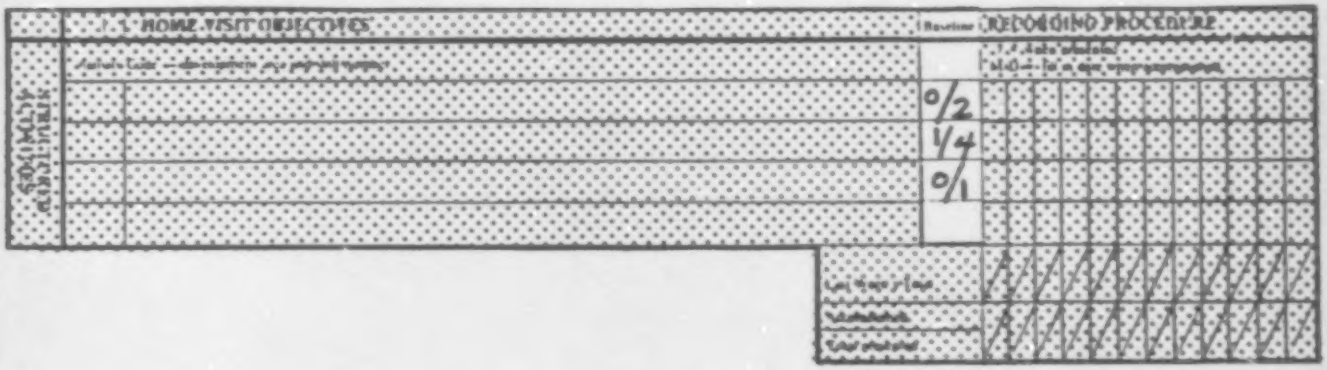
2. Write the activities for the coming week as complete behavioral objectives.



		HOME VISIT OBJECTIVES	RECORDING PROCEDURE
STRUCTURED ACTIVITIES		washes hands and face upon request 2/2	
		draws square in imitation 4/4	
		demonstrates correct fire drill procedures on request 1/1	

BEST COPY AVAILABLE

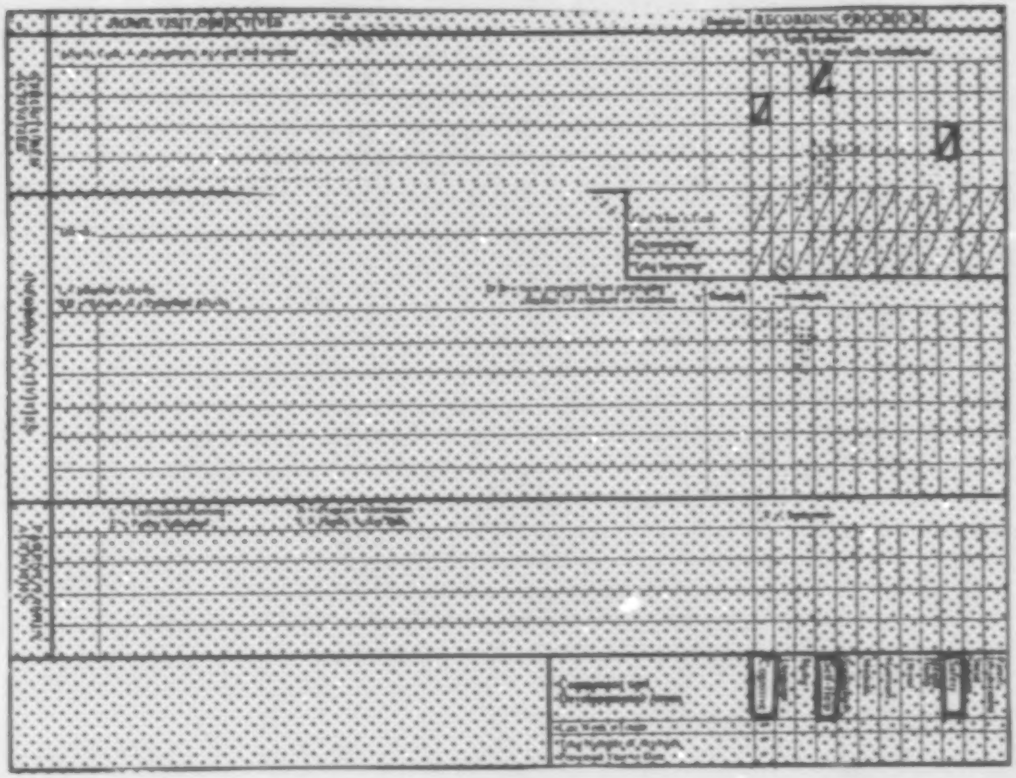
3. During your home visit, present your activites and record the baseline in the column marked Baseline.



	HOME VISIT OBJECTIVES	Baseline	RECORDING PROCEDURE
STRUCTURED ACTIVITIES		0/2	
		1/4	
		0/1	

BEST COPY AVAILABLE

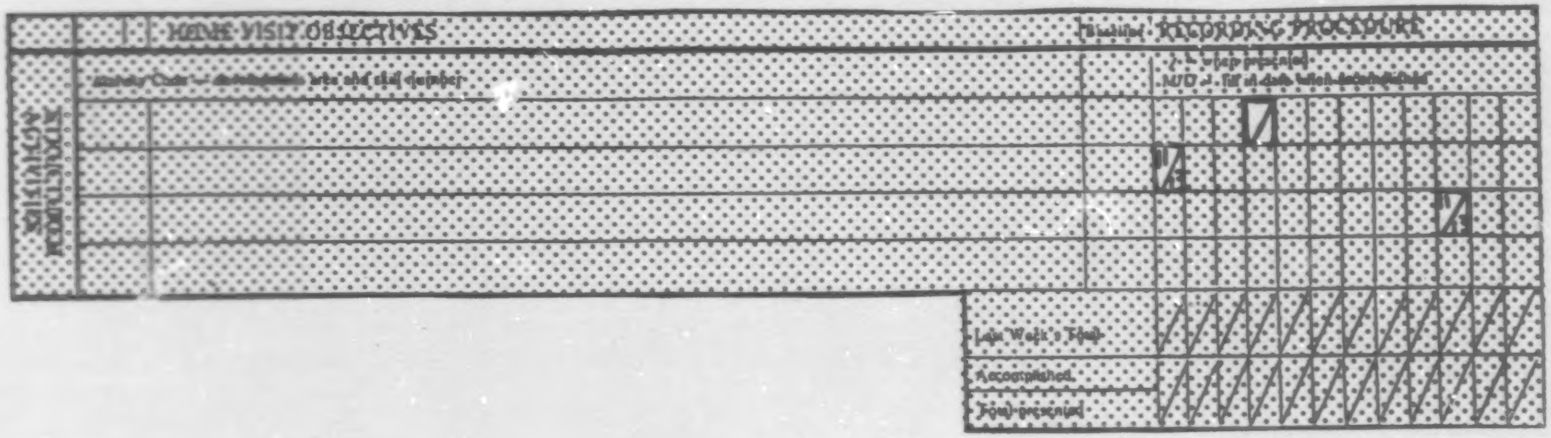
4. Place diagonal lines in the component areas that correspond to the objectives which you have left in the home.


HOME VISIT OBJECTIVES
RECORDING PROCEDURES

BEST COPY AVAILABLE

5. When you return to the home the following week you will take *post-baseline. If the child has learned the skill you will go back to last week's Home Visit Report and place the date in the corresponding component area by writing the month on the top half and the date on the bottom half of the diagonal line.

If the child has not learned the skill do NOT write in the date. If the activity chart is removed from the home, the box remains without a date even though that activity chart is presented at a later date.


HOME VISIT OBJECTIVES
Baseline
RECORDING PROCEDURE
STRUCTURED ACTIVITIES
Last Week's Total
Accomplished
Total presented

---

* Post-baseline is discussed in detail in "Implementing the Home Visit."

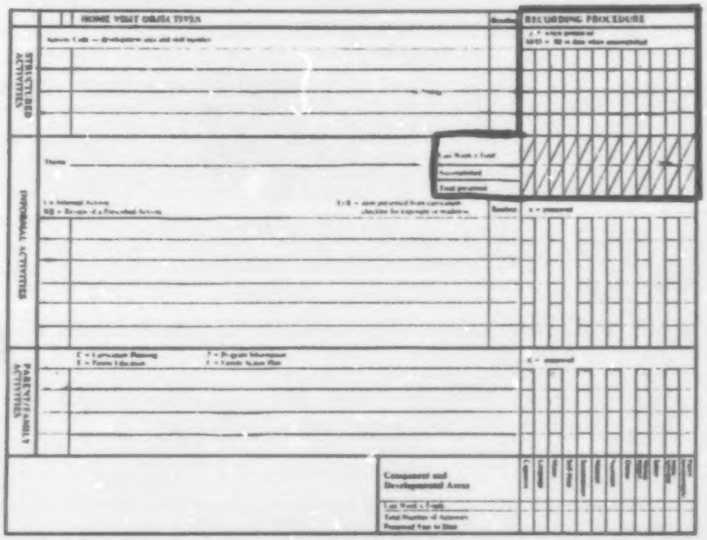
PART 3 - Recording Procedures - First Set

You will obtain two sets of numbers from the Home Visit Report. The first set reflects how many activity charts have been left in the home in each component area and how many of these charts were completed successfully.

The first set of numbers indicate if the activities are too difficult to achieve in a one-week teaching period, or if they are so easy they offer no challenge to the child. Additionally, these numbers will show if you are planning in all component areas and in the child's greatest area(s) of need.

Let's look at the first set of numbers.

The second set of numbers will be discussed on page 22.



HOME VISIT OBJECTIVES

RECORDING PROCEDURE

STRUCTURED ACTIVITIES

INFORMAL ACTIVITIES

PARENT/FAMILY ACTIVITIES

Component and Developmental Areas

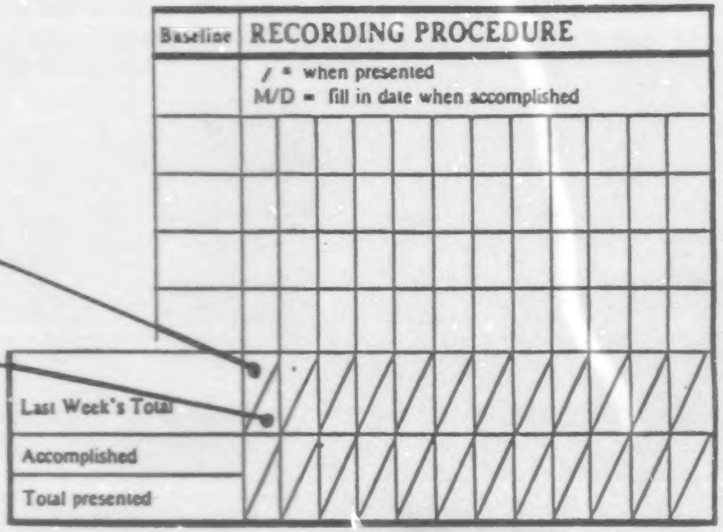
BEST COPY AVAILABLE

Last Week's Total -

a. The top number represents last week's total number of charts that have been achieved.

b. The bottom number represents last week's total number of charts that have been left.

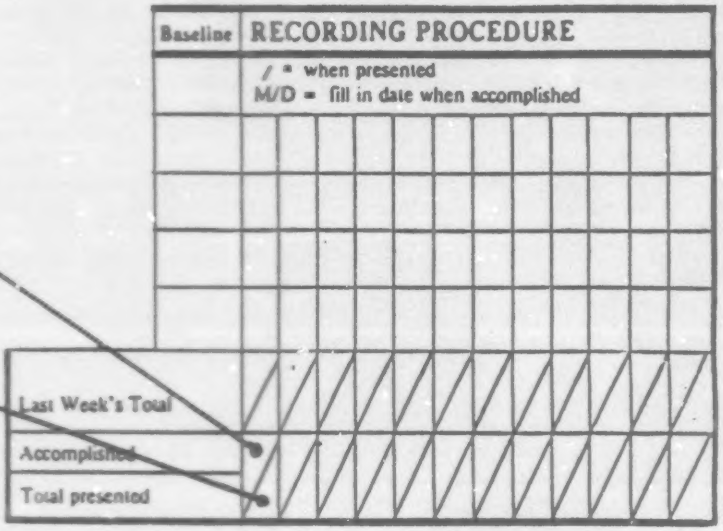
c. The top number may equal but never exceed the bottom number.


Baseline
RECORDING PROCEDURE
/ = when presented
M/D = fill in date when accomplished
Last Week's Total
Accomplished
Total presented

Accomplished/Total Presented -

a. The top number represents this week's total number of charts that have been achieved.

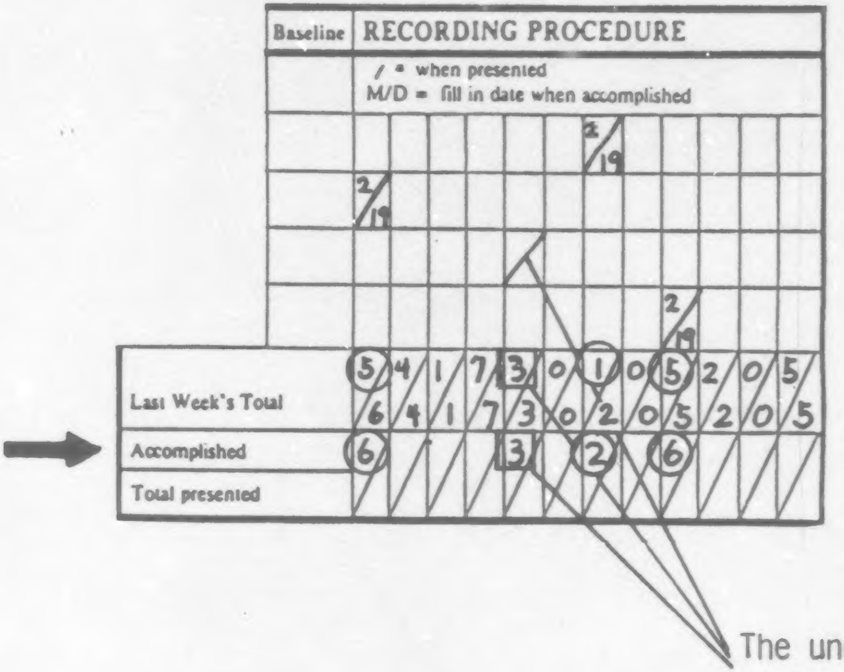
b. The bottom number represents this week's total number of charts that have been left.


Baseline
RECORDING PROCEDURE
/ = when presented
M/D = fill in date when accomplished
Last Week's Total
Accomplished
Total presented

This weeks Accomplished columns cannot be totaled until your next home visit. You will not know if the child has achieved the skill and if a date will be recorded until you take post-baseline next week. (See Page 12)

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							2/19					
	2/19											
					/							
									2/19			
Last Week's Total	5/6	4/4	1/1	7/7	3/3	0/0	1/2	0/0	5/5	2/2	0/0	5/5
Accomplished		4	1	7		0		0		2	0	5
Total presented	7	4	1	7	3	0	3	0	6	2	0	5

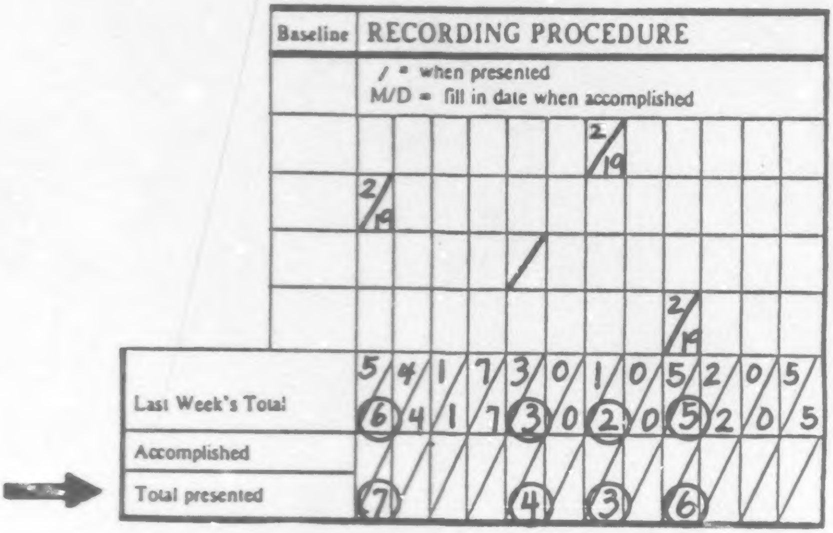
To obtain your new Accomplished totals, you will add one (1) for every dated box to the top figure of Last Week's Totals.



Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							2/19					
	2/19											
									2/19			
Last Week's Total	5/6	4/4	1/1	7/7	3/3	0/0	1/2	0/0	5/5	2/2	0/0	5/5
Accomplished	6				3		2		6			
Total presented												

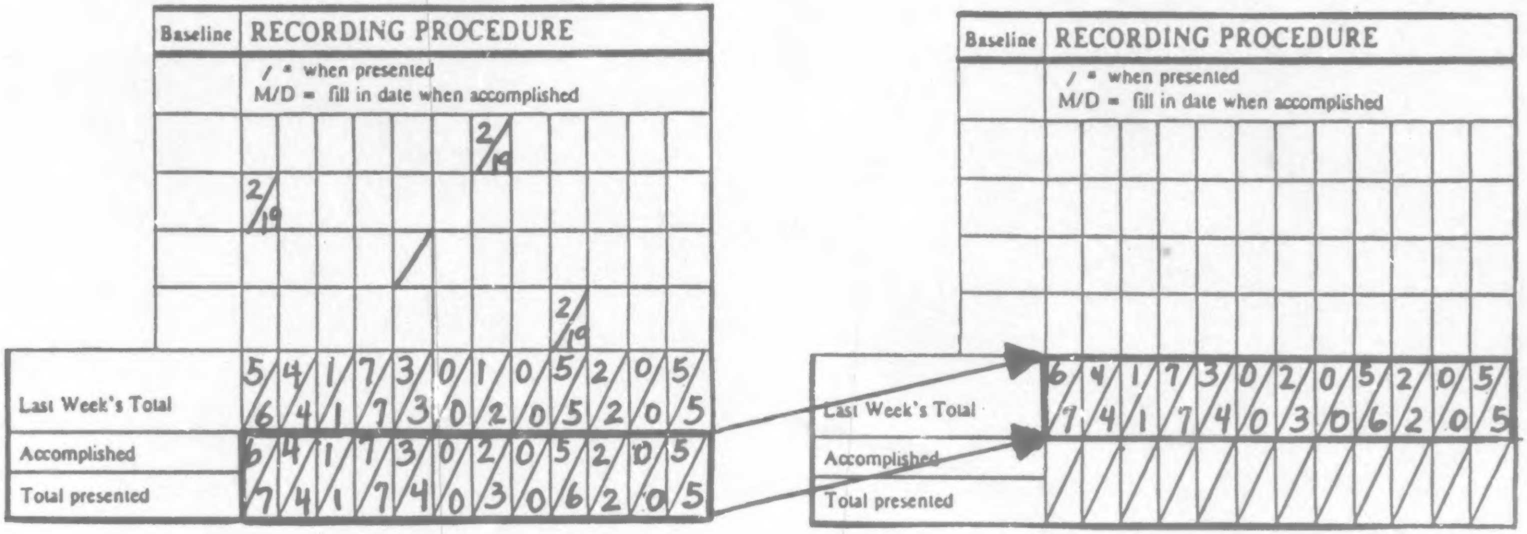
The undated boxes will not change Last Week's Total.

To obtain your new Total Presented totals add one (1) for each diagonal line to the botton figure of Last Week's Total.



Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							2/19					
	2/19											
					/							
									2/19			
Last Week's Total	5/⑥	4/4	1/1	7/7	3/③	0/0	1/②	0/0	5/⑤	2/2	0/0	5/5
Accomplished	/	/	/	/	/	/	/	/	/	/	/	/
Total presented	⑦				④		③		⑥			

All Accomplished/Total Presented totals are written on next week's Home Visit Report as Last Week's Totals.



This Week

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							2/19					
	2/19											
					/							
									2/19			
Last Week's Total	5/6	4/4	1/1	7/7	3/3	0/0	1/2	0/0	5/5	2/2	0/0	5/5
Accomplished Total presented	6/7	4/4	1/1	7/7	3/4	0/0	2/3	0/0	5/6	2/2	0/0	5/5

Next Week

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
Last Week's Total	6/7	4/4	1/1	7/7	3/4	0/0	2/3	0/0	5/6	2/2	0/0	5/5
Accomplished Total presented	/	/	/	/	/	/	/	/	/	/	/	/

Here are some examples of the first set of Recording Procedures.

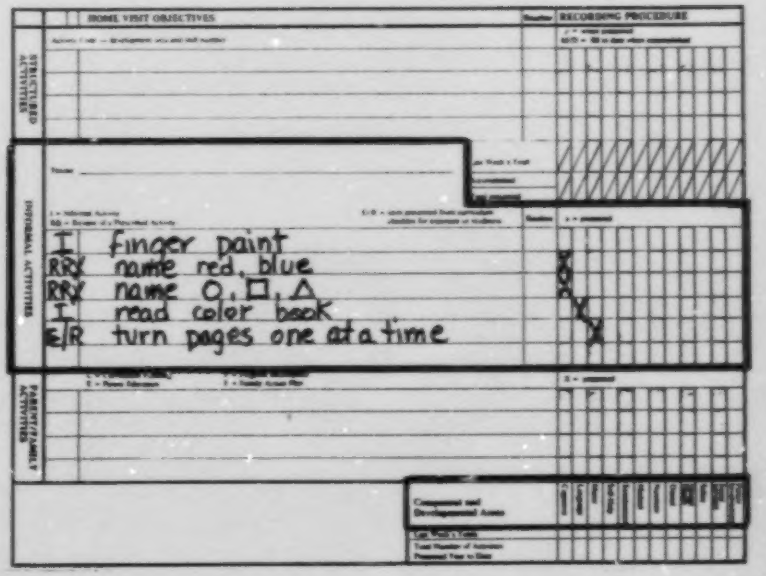
Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
					2/9							
		2/9										
						2/9						
			2/9									
Last Week's Total		5/5	1/1		7/7	3/4						
Accomplished		6	2		8	4						
Total presented		6	2		8	5						

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
				7/1								
						7/1						
		/										
								7/1				
Last Week's Total		3/5		2/2		9/9		2/4				
Accomplished		3		3		10		3				
Total presented		6		3		10		5				

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
					/							
		3/2										
						3/2						
										/		
Last Week's Total		9/11			3/3	9/9				5/9		
Accomplished		10			3	10				5		
Total presented		12			4	10				10		

BEST COPY AVAILABLE

PART 4 - Informal Activities Section



HOME VISIT OBJECTIVES

RECORDING PROCEDURE

STRUCTURED ACTIVITIES

INFORMAL ACTIVITIES

I	finger paint
RR✓	name red, blue
RR✓	name ○, □, △
I	read color book
E/R	turn pages one at a time

PARENT/FAMILY ACTIVITIES

1. Write your *theme on the theme line, if appropriate.
2. Record the Informal Activity(ies) you have planned for your home visit.
3. Mark an I in the first column next to each activity.
4. Then list the specific skills you will examine during the informal activity. Although you will be doing lots of teaching and capitalizing on teachable moments, you will be reviewing former skills and looking for emerging ones too.

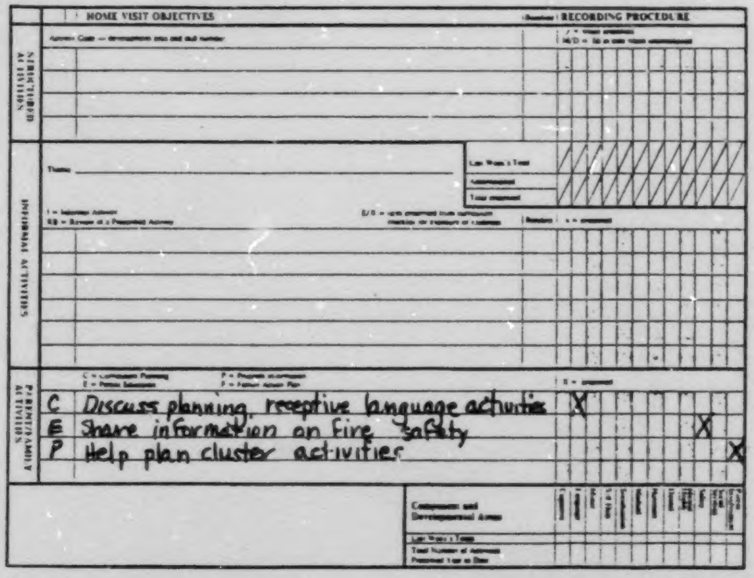
   Mark an RR if reviewing a skill that was previously left during structured activities or an E/R for a skill you will be assessing. Although the informal activity may be the same for all the children, the specific skill will be different for each child.
5. Place an X in the corresponding component area.

---

* Theme is explained in more detail in Section 2, Planning the Home Visit.

PART 5 - Parent Education Section

1. You will plan a Curriculum Planning activity (Code C) and a Parent Education activity (Code E) each week. Mark an X in the corresponding component area. Mark only one box per line.
2. Program Information is prepared if there is information to share that week. Do not mark an X when information is shared. If the parent is included in planning such as involvement in a cluster activity or calling other parents about the policy council meeting, then put an X in the Parent Involvement box.
3. The Family Action Plan is used as needed by each individual family and should be planned and marked with an X when appropriate.



HOME VISIT OBJECTIVES

RECORDING PROCEDURE

STRUCTURED ACTIVITIES

INFORMAL ACTIVITIES

PARENT/FAMILY ACTIVITIES

C Discuss planning, receptive language activities X

E Share information on fire safety X

P Help plan cluster activities X

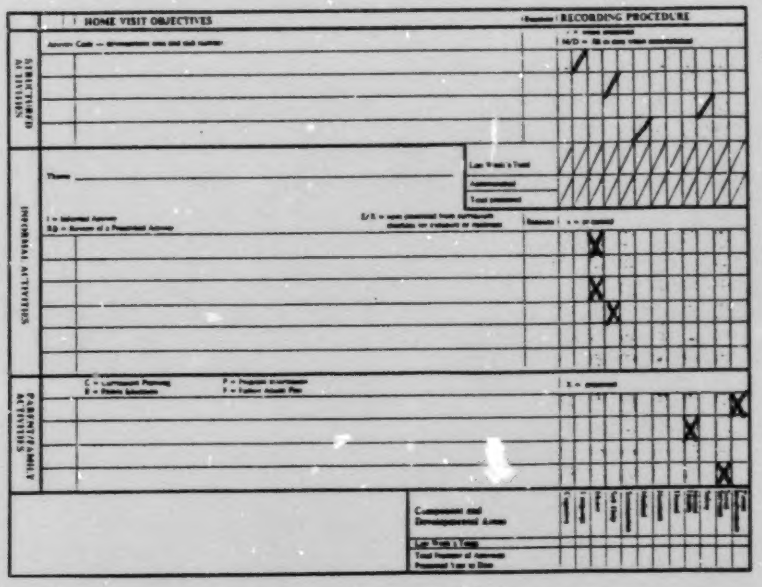
BEST COPY AVAILABLE

PART 6 - Recording Procedure - Second Set

The second set of figures is compiled by totaling all the diagonal lines and the X's. These numbers do not reflect if the skill has been achieved, but rather indicate your across-the-board planning.

This information will show you and your supervisor the total planning for each family in all component areas.

Here is an example. Count all diagonal lines and X's. Each one equals one (1) and is added to last week's totals. This will give you your new Total # of Activities Prepared Year to Date.


HOME VISIT OBJECTIVES
RECORDING PROCEDURE
STRUCTURED ACTIVITIES
INFORMAL ACTIVITIES
PARENT/FAMILY ACTIVITIES

Component and Developmental Areas	Cognitive	Language	Motor	Self-Help	Socialization	Medical	Nutrition	Dental	Mental Health	Safety	Social Services	Parent Involvement
Last Week's Totals	9	8	12	3	9	2	11	0	1	2	5	15
Total Number of Activities Presented Year to Date	9	9	14	5	9	3	11	0	2	3	6	16

BEST COPY AVAILABLE

PRACTICE SECTION

Here are a few Recording Procedure sections for practice. Good luck!

1. Fill in the correct Accomplished totals.

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
								/				
	5/4											
		5/4										
											5/4	
Last Week's Total	7/7	8/8	5/6	4/4	9/9	2/3	2/2	3/5	10/14	3/3	1/1	11/11
Accomplished												
Total presented	8	9	6	4	9	3	2	6	14	3	2	11

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
						10/1						
								10/1				
			10/1									
Last Week's Total	1/1	0/0	0/0	0/0	0/0	1/1	0/1	0/0	0/0	0/1	2/2	0/0
Accomplished												
Total presented	1	0	1	0	1	2	1	1	0	1	2	0

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
					4/11							
		4/11										
						/						
										4/11		
Last Week's Total	8/8	7/7	10/13	11/14	0/0	0/0	12/12	1/1	2/3	1/1	2/2	2/2
Accomplished												
Total presented	8	8	13	14	1	1	12	1	3	2	2	2

Add one (1) to the top number of last week's total only if there is a date in the box. If no date, the number remains the same.

BEST COPY AVAILABLE

2. Fill in the correct Total Presented totals.

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							4/27					
										/		
				4/27								
Last Week's Total	2/2	6/7	7/7	1/2	4/4	9/9	7/7	4/5	2/3	8/9	1/1	5/5
Accomplished	2/	6/	7/	2/	4/	9/	8/	4/	2/	8/	1/	5/
Total presented												

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
												7/12
									7/12			
					7/12							
Last Week's Total	14/14	7/7	3/3	8/9	5/5	12/12	6/6	14/14	10/10	3/3	12/12	6/7
Accomplished	14/	7/	3/	8/	6/	12/	6/	14/	11/	3/	12/	7/
Total presented												

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
					6/20							
	6/20											
			/									
Last Week's Total	9/10	11/12	2/6	3/7	9/11	11/12	7/8	9/9	8/8	4/5	8/9	2/3
Accomplished	10/	11/	2/	3/	10/	11/	7/	9/	8/	4/	8/	2/
Total presented												

Add one (1) to the bottom number of last week's total if a diagonal line is in the box.

3. Fill in the correct numbers for both the Accomplished and Total presented totals.

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
												/
												10/15
	10/15							10/15				
Last Week's Total	3/3	1/1	0/0	0/0	0/0	2/3	0/2	0/0	0/0	0/0	1/1	0/0
Accomplished												
Total presented												

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							2/10					
			2/10									
					2/10							
Last Week's Total	5/5	3/3	5/5	1/1	5/5	4/4	0/5	3/3	0/0	1/1	7/7	0/0
Accomplished												
Total presented												

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
										/		
											4/1	
			4/1									
Last Week's Total	7/7	8/8	8/8	3/3	0/0	3/3	1/2	4/5	3/3	2/2	11/11	0/0
Accomplished												
Total presented												

4. Fill in the correct totals.

		HOME VISIT OBJECTIVES	Baseline	RECORDING PROCEDURE											
STRUCTURED ACTIVITIES		Activity Code — development area and skill number		/ = when presented M/D = fill in date when accomplished											
	L-76	Can find top and bottom of item on request 3/3	0/3		/										
	SH-74	Washes hands and face when shown 3/3	1/3				10/1								
	C-67	Draws a square in imitation 4/4	2/4	10/1											

Theme Fall	Last Week's Total	5/5	3/4	/	9/10	/	/	/	/	/	/	/	/
	Accomplished	/	/	/	/	/	/	/	/	/	/	/	/
	Total presented												

INFORMAL ACTIVITIES	I = Informal Activity Rx = Review of a Prescribed Activity	E/R = item presented from curriculum checklist for exposure or readiness	Baseline	x = presented											
	I	Nature walk													
	RRx	- Names orange, brown and yellow		X											
	E/R	- Tells two events in order of occurrence			X										
	I	Collage													
	RRx	- Recalls four objects seen in a picture		X											

PARENT/FAMILY ACTIVITIES	C = Curriculum Planning E = Parent Education	P = Program Information F = Family Action Plan	X = presented											
	C	Write 1 activity chart with mom												X
	P	Discuss winterization program, share pamphlet											X	
	E	Cluster next Tues. 10:00 am												

Component and Developmental Areas	Cognitive	Language	Motor	Self-Help	Socialization	Medical	Nutrition	Dental	Mental Health	Safety	Social Services	Parent Involvement
Last Week's Totals	9	8	15	7	3	0	11	2	1	2	15	20
Total Number of Activities Presented Year to Date												

BEST COPY AVAILABLE

ANSWERS

1. Fill in the correct Accomplished totals.

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
								/				
	5/4											
		5/4										
											5/4	
Last Week's Total	7/7	8/8	5/6	4/4	9/9	2/3	2/2	3/5	10/14	3/3	1/1	11/11
Accomplished	8	9	5	4	9	2	2	3	10	3	2	11
Total presented	8	9	6	4	9	3	2	6	14	3	2	11

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
						10/1						
								10/1				
			10/1									
Last Week's Total	1/1	0/0	0/0	0/0	0/0	1/1	0/1	0/0	0/0	0/1	2/2	0/0
Accomplished	1	0	1	0	0	2	0	1	0	0	2	0
Total presented	1	0	1	0	1	2	1	1	0	1	2	0

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
					4/11							
		4/11										
						/						
										4/11		
Last Week's Total	8/8	7/7	10/13	11/14	0/0	0/0	12/12	1/1	2/3	1/1	2/2	2/2
Accomplished	8	8	10	11	1	0	12	1	2	2	2	2
Total presented	8	8	13	14	1	1	12	1	3	2	2	2

2. Fill in the correct Total Presented totals.

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
							4/27					
										/		
				4/27								
Last Week's Total	2/2	6/7	7/7	1/2	4/4	9/9	7/7	4/5	2/3	8/9	1/1	5/5
Accomplished Total presented	2/2	6/7	7/7	2/3	4/4	9/9	8/8	4/5	2/3	8/10	1/1	5/5

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
												7/12
									7/12			
					7/12							
Last Week's Total	14/14	7/7	3/3	8/9	5/5	12/12	6/6	14/14	10/10	3/3	12/12	6/7
Accomplished Total presented	14/14	7/7	3/3	8/9	6/6	12/12	6/6	14/14	11/11	3/3	12/12	7/8

Baseline	RECORDING PROCEDURE											
	/ = when presented M/D = fill in date when accomplished											
					6/20							
	6/20											
			/									
Last Week's Total	9/10	11/12	2/6	3/7	9/11	11/12	7/8	9/9	8/8	4/5	8/9	2/3
Accomplished Total presented	10/11	11/12	2/6	3/7	10/12	11/12	7/8	9/9	8/8	4/5	8/9	2/3

3. Fill in the correct totals.

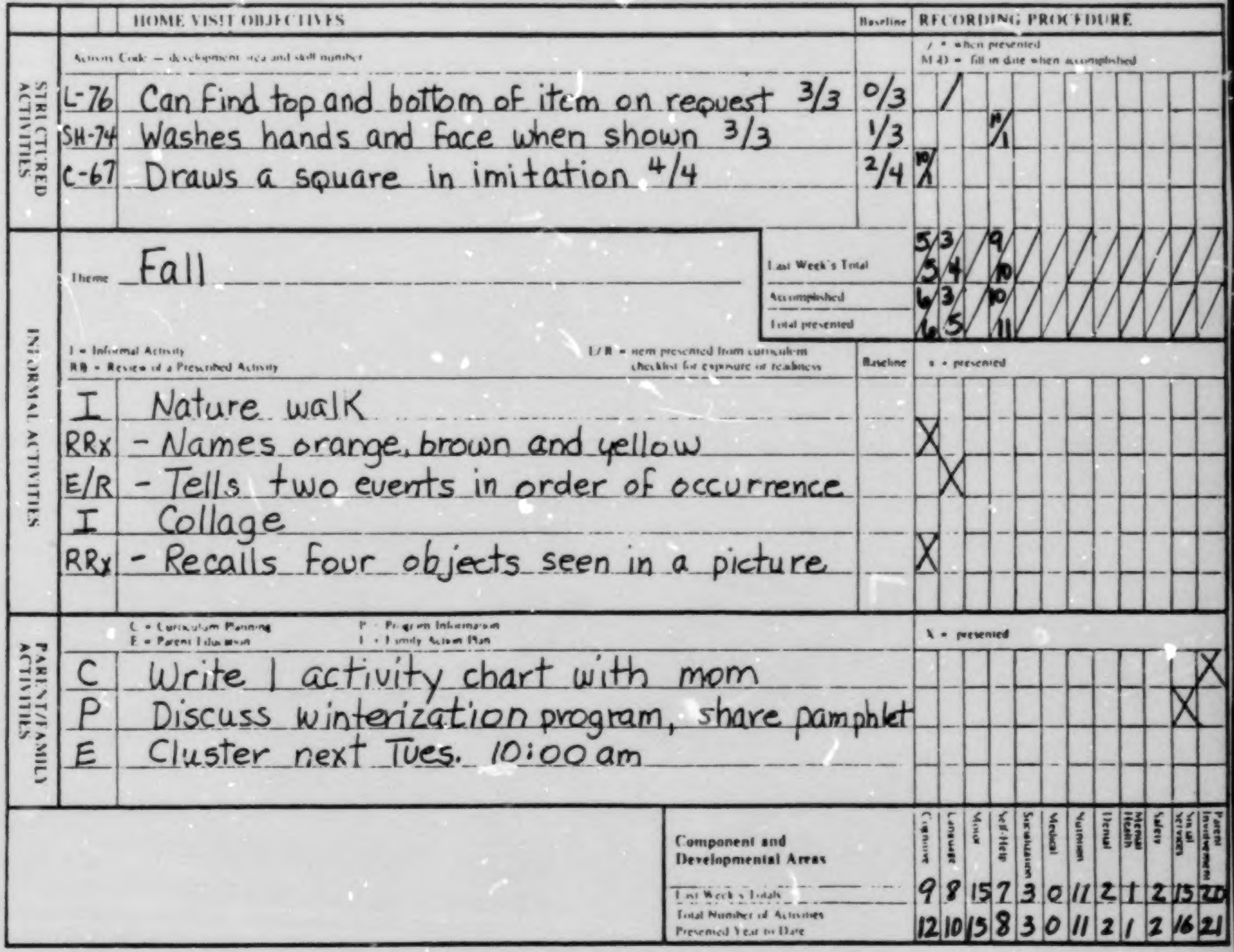
	Baseline	RECORDING PROCEDURE											
		/ * when presented M/D = fill in date when accomplished											
													/
													10/15
		10/15							10/15				
Last Week's Total		3/3	1/1	0/0	0/0	0/0	2/3	0/2	0/0	0/0	0/0	1/1	0/0
Accomplished		4/4	1/1	0/0	0/0	0/0	2/3	0/2	1/1	0/0	0/0	1/1	1/2
Total presented													

	Baseline	RECORDING PROCEDURE											
		/ * when presented M/D = fill in date when accomplished											
								2/10					
				2/10									
						2/10							
Last Week's Total		5/5	3/3	5/5	1/1	5/5	4/4	0/5	3/3	0/0	1/1	7/7	0/0
Accomplished		5/5	3/3	6/6	1/1	6/6	4/4	1/6	3/3	0/0	1/1	7/7	0/0
Total presented													

	Baseline	RECORDING PROCEDURE											
		/ * when presented M/D = fill in date when accomplished											
												/	
													4/1
				4/1									
Last Week's Total		7/7	8/8	8/8	3/3	0/0	3/3	1/2	4/5	3/3	2/2	11/11	0/0
Accomplished		7/7	8/8	9/9	3/3	0/0	3/3	1/2	4/5	3/3	2/3	12/12	0/0
Total presented													

4. Fill in the correct totals.

BEST COPY AVAILABLE



	HOME VISIT OBJECTIVES	Baseline	RECORDING PROCEDURE											
STRUCTURED ACTIVITIES	Activity Code — development area and skill number		/ = when presented M/D = fill in date when accomplished											
L-76	Can find top and bottom of item on request 3/3	0/3		/										
SH-74	Washes hands and face when shown 3/3	1/3				11/1								
C-67	Draws a square in imitation 4/4	2/4	10/1											
INFORMAL ACTIVITIES	Theme Fall	Last Week's Total	5/5	3/4		9/10								
		Accomplished / Total presented	6/6	3/5		10/11								
	I = Informal Activity RR = Review of a Prescribed Activity E/R = item presented from curriculum checklist for exposure or readiness	Baseline	x = presented											
I	Nature walk													
RRx	- Names orange, brown and yellow		X											
E/R	- Tells two events in order of occurrence			X										
I	Collage													
RRx	- Recalls four objects seen in a picture		X											
PARENT/FAMILY ACTIVITIES	C = Curriculum Planning E = Parent Education P = Program Information F = Family Action Plan		X = presented											
C	Write 1 activity chart with mom													X
P	Discuss winterization program, share pamphlet												X	
E	Cluster next Tues. 10:00 am													

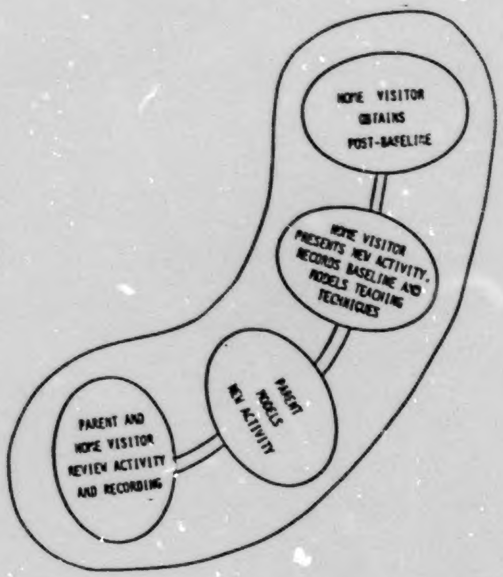
Component and Developmental Areas	Cognitive	Language	Motor	Self-Help	Socialization	Medical	Nutrition	Dental	Mental Health	Safety	Social Services	Parent Involvement
Last Week's Totals	9	8	15	7	3	0	11	2	1	2	15	20
Total Number of Activities Presented Year to Date	12	10	15	8	3	0	11	2	1	2	16	21

PORTAGE PROJECT

THE HOME-BASED OPTION

The Portage Project

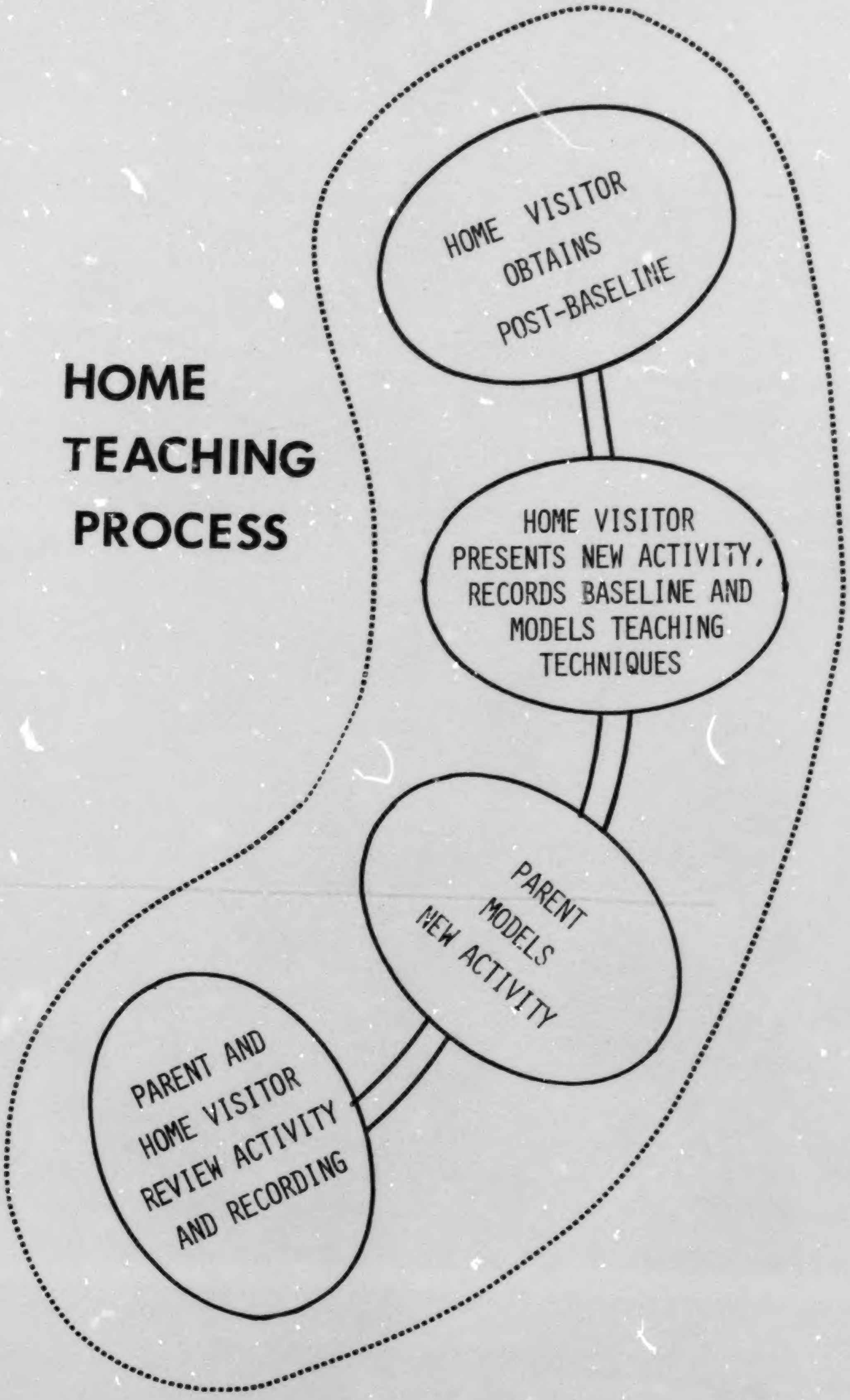
THREE PARTS OF A HOME VISIT

STRUCTURED ACTIVITIES 25-35 MINUTES	INFORMAL ACTIVITIES 30-35 MINUTES	PARENT EDUCATION ACTIVITIES 20-30 MINUTES
WHO: PARENT, HOME VISITOR, CHILD	WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR	WHO: PARENT, HOME VISITOR
WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS.	WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH - * MAINTENANCE * GENERALIZATION * READINESS * EXPOSURE	WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES
HOW: THE HOME TEACHING PROCESS  HOME VISITOR OBTAINS POST-BASELINE HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES PARENT MODELS NEW ACTIVITY PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING	HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.	HOW: THIS IS ACCOMPLISHED BY: 1. PLANNING WEEKLY CURRICULUM ACTIVITIES 2. SHARING COMPONENT INFORMATION 3. SHARING PROGRAM INFORMATION 4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

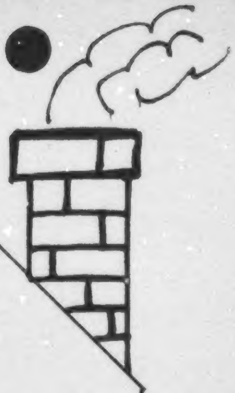
EMPHASIS IS PLACED ON THE HOME AS A TEACHING ENVIRONMENT BY:

USE OF HOUSEHOLD OBJECTS AS EDUCATIONAL MATERIALS
DAILY ACTIVITIES AS TEACHING EXPERIENCES

HOME TEACHING PROCESS


HOME VISITOR OBTAINS POST-BASELINE
HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES
PARENT MODELS NEW ACTIVITY
PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING

The Home Visit



structured	informal	parent/family education
Parents	Parents	Parents
Child	Child	Child

List the ways in which the parent and child benefit during each part of the home visit.
Include the specific skills which are taught to the parent and child during each part of the home visit.

THE PORTAGE PROJECT APPROACH TO HOME VISITING USING THE PORTAGE MODEL

The Portage Model is based on a home visitor who visits each of the twelve families on his/her caseload weekly for one and one-half hours. In addition, children participate in a monthly group experience, or cluster. The home visitor works cooperatively with the parent in planning home teaching and cluster activities. Simultaneously the home visitor systematically instructs the parent in teaching methods, child development, and child management techniques. The Portage Project Model contains five basic steps: child and family assessment; curriculum planning; the home visit; the parent teaching process during the week; and program reporting, or record-keeping procedures.

Following an intensive ten-day staff training, home visits begin. On the first visit, the home visitor assesses the target child by administering the ALPERN-BOLL DEVELOPMENTAL PROFILE and completes a health history questionnaire.

Curriculum planning is then initiated by transferring the information obtained from the Alpern-Boll screening and information received from observation of the child's social interaction and learning patterns (informal assessment) onto a developmental curriculum checklist (PORTAGE GUIDE TO EARLY EDUCATION CHECKLIST). The home visitor uses this checklist as a guide to curriculum planning and keeps one checklist for each child on his or her caseload. The checklist helps the home visitor target long-term goals that are developmentally appropriate for the child.

Once the long-term goal is targeted, the home visitor will do a task analysis of this goal in order to plan an activity that can be accomplished in one week. Each home visitor has available a PORTAGE GUIDE TO EARLY EDUCATION card file suggesting activities to teach items on the checklist. Each small weekly step is written as a behavioral objective on an activity chart, providing the parent with a clear statement of what activity the child should do, how frequently, and how much help should be given. These charts serve as the parent's written plan for the remainder of the week.

In addition to the charts, the home visitor also plans an informal home visit activity to be conducted with all children and the parent during the second part of the home visit. The home visitor also plans a third part of the visit in which the parent and home visitor can discuss concerns of the family and program announcements. The informal activities are planned on a yearly basis by a committee of home visitors and parents. The activities revolve around a theme and are compiled in a yearly Component Calendar.

Foremost, the home visitor plans skills and activities to discuss and demonstrate during the home visit in the area of the greatest developmental need for the child and simultaneously educates the parent in teaching skills, child development and/or child management techniques and all the Head Start component areas.

The actual completion of the home visit is the third step in the Model, and is divided into three distinct parts:

* Structured Activities (activity charts)

* Informal Activities (informal activities including all Head Start components)

* Parent Education Activities (Social Service - parent education - family assessment)

The home visitor presents activities in all three parts every week. For the first 20-30 minutes, the parents, home visitor, and target child will work together on structured activities. Here the "home teaching process" will be employed. A post-baseline will be taken on the three structured activities left the previous week to see if the child has attained the objective. Based on this data, the home visitor will alter these prescriptions or introduce new activities.

Next, the home visitor takes baseline on the three new activities to be left for the parent to teach the following week. Baseline is important since it is necessary to first discover how close the child is to achieving the activity before leaving it in the home for a week. An indication of the child's present skill level cues the home visitor to leave the activity as it is, or increase or decrease its level of difficulty. This step is very important to successful programming and recording.

The home visitor will then model the teaching techniques of each activity for the parents. The home visitor then observes the parent as he/she models the activity. During this time, the home visitor frequently will give the parent feedback (reinforcement and suggestions) on his/her teaching techniques.

Then, the parent and home visitor will review the activity charts and recording procedure.

The second part of the home visit, lasting from 20-30 minutes, is for informal activities. During this time parent, home visitor, child, and other family members will participate in art, science, music, and motor activities. They may also do activities in component areas or work together on everyday tasks, such as folding laundry or washing dishes, in order to assist parents in generalizing teaching techniques to less structured activities. The parent and home visitor will also review previously mastered skills or check the child's readiness for new skills.

In the last 20-30 minutes, the home visitor and parent will discuss parental or family concerns; e.g., parent education in child development or teaching strategies (using the PORTAGE PARENT PROGRAM), social services, nutrition and health. The home teacher will offer information, direct the parent to a resource or make referrals to meet expressed needs outside the home visitors realm of expertise. Newsletters and information on all component areas will be shared with parents regularly. Parents and home visitors will also plan for next week's activities.

Activities conducted in all three parts of the home visit will be recorded on the Home Visit Report form. An effort will be made to use potential teaching materials already in the home and to teach parents to make everyday events learning experiences. The parents contribute to the planning and implementation of the curriculum and their suggestions will be incorporated into activities during the home visit. When parents express an interest and indicate readiness, specific activities will be implemented to systematically teach prescriptive teaching and child management skills through the use of the PORTAGE PARENT PROGRAM.

After the home visit, the fourth and most important step of the Portage Project Model is initiated. The parent serves as the child's primary teacher for the remainder of the week, utilizing the activity charts and materials demonstrated and left by the home visitor.

The home visitor's major responsibility to the parents and children is to present content in the areas of self-help, motor, language, cognition, and socialization for the target child, with the inclusion of nutrition, safety, dental, and social service education. When a need is identified by a parent in an area that home visitors are not qualified to serve, then they make referrals to the center support staff or a community resource. It is the home visitor's responsibility to follow-up on these referrals to ensure that families' needs are met. Every effort is made to assist the parent in taking advantage of the available family and community resources to meet identified needs with progressive independence.

Finally, comprehensive records are kept of the home visit. A Home Visit Report is filled out for each home visit which describes all activities which are presented. Prescribed activities are dated when accomplished and unaccomplished activities are broken down into simpler steps and prescribed again. These reports are on an ongoing comprehensive list of all activities prescribed and accomplished, all home visit activities, and all parent education activities done with a given family. By monitoring these reports, the home visitor can determine if activities are being prescribed in all component and developmental areas as well as if the activities are developmentally appropriate. The home visitor weekly updates each child's checklist and dates structured activities accomplished on the Home Visit Report. Then the home visitor begins the cycle of the Portage Project Model again with curriculum planning for each child for the next week.

At the close of the program year, an end of the year report and an Alpern-Boll post-test will be done for each child. With parental consent, this information will be sent to the child's next teacher with recommendations concerning the child's strengths, areas needing development, and learning styles.

PORTAGE PROJECT

PARENT

INVOLVEMENT

PORTAGE PROJECT - HOME START TRAINING CENTER

Rationale For Parent Involvement

1. Parents are their child's first and potentially best teacher.

2. Parents care about their children and want them to attain their maximum potential, however great or limited.

3. Parents know their child better than others and can serve as a vital resource.

4. Parents, who are already natural reinforcing agents to their children, can become their child's best teacher given:
    - Instruction,
    - Modeling, and
    - Reinforcement.

5. Skills parents gain in parent training/involvement programs not only benefit the target child but also siblings. Studies have shown that parents are able to generalize learned skills thus making them better parent/teachers of all their children.

6. Parent involvement can greatly increase the rate of learning. A systematic program by the parent in conjunction with the center will almost double the rate of skill aquisition.

7. Parent involvement is a necessary component of any early intervention program if the child gains are to be maintained for a long-term period. Parents need to be involved as active participants in educating their child or the effects will erode quickly.

8. Parents are consumers. They pay either directly or indirectly for the program serving their child. Most parents want a voice in what and how their child is taught.

9. Parents of handicapped children have a greater responsibility for their child over a significantly longer period of time.

10. Parents, if knowledgeable about the program their child is receiving can be the best advocate for program continuation and expansion.

11. When parents are involved in the teaching of their children, you do not have a transfer of learning problem, because skills are being taught in the child's natural environment.

12. Involving parents can help meet the deficit of teachers needed to serve preschool handicapped children.

Motivating Parents

1. Establish responsibilities at the beginning.

    a. plan a parent orientation to explain program and what will be expected of parents

    b. have the home visitors and each parent review and sign a contract which delineates responsibilities (Parent and Home Visitor Agreement)

2. Have a thorough knowledge of your program, model and curriculum to assist you in conveying confidence and enthusiasm.

3. Educate parents concerning your need for their participation.

    a. they know their child best

    b. they have taught the child all he/she already knows

    c. they can teach without the home visitor, but the home visitor can't teach without the parent

4. Show confidence in parents - help them believe in themselves as teachers.

5. Utilize the parent's skills, talents and interests - ask parents what additional ways they would like to participate.

6. Start slowly.

    a. use activities on which the parent wants to work

    b. reinforce parent for the teaching he/she does well

    c. plan activities that the parent and child can be successful with particularly the first week!!

    d. make a follow-up phone call the first week to see how things are going

    e. model all activities for parents and then let the parent model back

7. Get an uninvolved parent interacting with an active parent.

8. Promote socialization among parents as a reward for participation.

The Portage Project

© 1976 Cooperative Educational Service Agency 12

9. Tell the child to ask mom or dad to help with a task.

10. Give special recognition to active parents through activities such as:
    a. newsletters
    b. certificates
    c. honor tea

11. Use an extra field trip for a child and parent as a reward.

12. Parent meetings - get parents there right at the beginning of the program year.
    a. make sure everyone leaves having expressed themselves
    b. hand out pictures or something the child has made
    c. have interesting speakers that parents have requested
    d. films
    e. let parents help plan the agenda

Communicating With Parents - Consultation Skills

Prepared for the Home Start Training Center by:
Vic Barth
Training Specialist
Portage Project Outreach

Interpersonal communication is perhaps the most important component of all social interaction and to all personal relationships. We assert our identies through interpersonal communication; it is our means of reaching out to one another.

Not only is interpersonal communication important, but it is also complex! The complexities of interpersonal communication increase the possibilities for misunderstandings, misinterpretations, and misassumptions. These same complexitites also greatly increase the potential for meaningful relationships.

Giving and receiving responses, and giving and receiving "feedback", form the foundation upon which consultation skills are predicated. Giving and receiving responses forms the basis for all interpersonal communication. As Home Teachers working with parents, we are at all times giving and receiving responses. In effect, as a person meets with another person, they both respond to each other. As this reoccurs, it generates further responses between the persons involved. In this manner a person maintains a "dialogue" with himself, with others, and with his physical and psychological environment. In the specific terms of communication, giving and receiving responses consists of transmitting and receiving signals, messages and metamessages. This procedure may take place on either a conscious or unconscious level or both, but it is going on all of the time. A person cannot not communicate; he/she cannot not respond.

The basic method for preventing miscommunication is called "checking out". It is accomplished by following these procedures:

1. Asking questions to make sure that you really do understand and know what the other person thinks, feels, and means.

2. Asking the other person whether he/she understands and knows what you think, feel, and mean.

3. Giving and receiving feedback about anything that may need clarification or verification.

4. Really listening to the feedback, taking it in, and letting it make a difference.

Checking out is a procedure that should be carried on almost continuously. The basic rule underlying checking out is --- do not assume that you know what the other person is thinking, feeling, or meaning. Instead, check it out!

Checking out and giving or receiving feedback are interlinked, interdependent components of a procedure that is essential to the success of good communication. Becoming aware of, understanding, and learning to interpret nonverbal communication also contributes to interpersonal communicative competence. Being aware of nonverbal language, yours as well as that of others, is important for the following reasons: (McGinnis, 1976:124)

1. Since a person's body is the outside expression of inner feelings, you need to realize what your body "says" to ascertain what nonverbal signals you send to others. Then you can determine if you are transmitting accurate or distorted signals about yourself to others.

2. You need to be aware of other person's nonverbal communication so that you can evaluate whether you are misinterpreting their signals or whether they are sending distorted signals.

3. Another persons nonverbal communication exerts a major influence on your impressions of them and consequently how you respond to them.

4. Understanding nonverbal communication allows you to realistically assess its influence on the verbal communication --- both your own and that of others.

"Tuning" into nonverbal communication can reveal much information about a person, both to him/herself as well as to others. The signals that other people send to us are extremely important, in fact, they are just as important as the ones we send to them. Correctly interpreting the signals of others is a three-step process involving:

1. Being aware of the signals that the other person sends and of the immediate influencing factors that are apparent in the particular situation.

2. Checking to make sure that you are not distorting the other person's signals.

3. Evaluating the nature and style of the other person's signals.

Hints for Effective Communication

Never try to force a person to communicate. On the other hand, do not give up too qickly or easily.

Slow down! Try not to go at communicating with too much intensity. Developing a trusting relationship takes time and patience.

Hints (continued)

Be open-minded! Get to know a person as an individual and try not to be discouraged if the other person is slow to "warm up" to you. Remember that many of the people you will be working with are not used to communicating openly and meaningfully.

Be honest! Dishonesty destroys the very foundation on which good communication is built.

Smile! Try to maintain your sense of humor --- it tends to help you keep your perspective.

Practice! The more you practice these skills, the better you will become at consulting in a professional manner and the benefits will be evident in all of the families that you encounter.

Portage Project
Home Start Training Center

ROLE OF A HOME VISITOR: SELF ASSESSMENT

The following attitudes or beliefs are helpful in facilitating adult learning in the home-based program. Indicate yes or no beside each statement according to your present "feelings".

	YES	NO
1. I believe that parents can effectively teach their children.		
2. I believe that parents are self-directing adults.		
3. I receive satisfaction from accomplishments made by parents.		
4. I value experiences of parents as resources for accomplishing their goals and for my own learning.		

Indicate to what degree you possess the following competencies:	Absent	Emerging	Needs Improvement	Successfully Applied
1. I empathize with parents.				
2. I establish a warm and mutually respectful relationship with them.				
3. I introduce new ideas and new approaches to parents.				
4. I provide learning experiences based on each parent and family's individual needs.				
5. I establish a climate of comfort, cooperation, mutual trust and openness.				
6. I involve parents in the identification of their needs and interests as well as those of their children.				
7. I involve parents in formulating goals and objectives for their children and for their own personal and family development.				
8. I involve parents in the planning, conducting, and evaluating of both their child's and their own learning activities.				
9. I lead parents to committing themselves to change.				

The PortageProject

	Absent	Emerging	Needs Improvement	Successfully Applied
10. I recognize and utilize both material and human resources available within my community.				
11. I appropriately make use of component staff and home-based staff as resources.				
12. I act as a resource to others.				

SCREENING

THE ADMINISTRATION OF A SCREENING DEVICE

Formal assessment or screening is the administration of a standardized screening tool. It compares the child's behavior and development with other children of the same age group.

The first and most important benefit of completing a screening is the speed and ease with which it provides a specific and accurate picture of the child's present functioning level. The outcome of the process should provide a profile that will enable those working with the child to identify areas of strengths and needs. This then supplies a base from which you can begin curriculum planning.

A screening will also help you identify those children that *may* have a learning delay or problem. If a child's screening results indicate delay, you can refer the child to the appropriate resource person at your agency or community for further testing. This will help insure that you will receive the information and assistance that you will need to be able to plan appropriate learning experiences for the child.

In addition to determining the child's present functioning level and identifying possible learning problems, screening provides you with entry level data. This can then be compared with the child's scores at the end of the year to demonstrate the child's progress during the program.

Conducting a screening is a way to involve the parent immediately. Asking questions of the parent, requesting the parent to participate in some of the tasks, relying on information provided by the parent, and reinforcing the parent during the screening will increase the chance that the parent will be an active participant in your home visits right from the start.

Administering a Screening Instrument

When administering a standardized tool it is necessary to achieve an atmosphere that will be informal yet productive. Use the following suggestions for a successful experience and to obtain the most accurate results.

1. FAMILIARIZE YOURSELF WITH THE INSTRUMENT. Compile a kit that includes all the materials you will require for the session, score sheets and a manual. Determine with which item you will begin before you arrive at the home.

2. ORGANIZE THE MATERIALS YOU WILL NEED to do the screening. Know what you will need to evaluate each item so that you won't have to fish around for them during the screening.

3. EXPLAIN THE PURPOSE of the screening tool and how the information will be used. Tell the parent that the process will help to identify the child's area of strengths and needs, will help you get to know the child in a general way, and, will help you to plan activities for the child.

4. AVOID USING THE WORD "TEST" during the session. Explain to the parent that you will be asking the child to do many things and that some will be items that the child has been able to do for a long time. Others, items the child may not do for some time, but this provides clues to what you can teach. This will assure a more relaxed and natural atmosphere.

5. GROUP ITEMS TOGETHER whenever possible. For example, you may be evaluating the child's counting skills. Use colored blocks for counting, then have the child name the colors, group by color, and build a tower. By grouping a number of skills around one material you will be able to assess several of the child's skills in a very short amount of time.

6. ENCOURAGE THE PARENT'S PARTICIPATION. Tell the parents that they know their child better than you ever will and that you will need input from them regarding what the child can or cannot do. You might say, "Is this what you would expect her to do?" or "How does he usually do this for you?"

7. BE POSITIVE WITH THE PARENT. Help the parent feel good about what has already been accomplished with the child. You might point out a couple things that the child can do and attribute them to the parent. This is the start of establishing rapport with the parent.

8. BE POSITIVE WITH THE CHILD. Try to make the situation fun for the child. You might even say, "We're going to play some games now." Encourage the child as much as possible, especially if the skills are difficult. Making the time exciting will ensure that you have the child's attention throughout the screening. If the child is comfortable and enjoying the activities, it is more likely that the responses will accurately reflect his/her ability.

9. AVOID TESTING THE PARENT. It's best to try every item with the child. If you need to ask the parent if the child can perform a specific task, do it after the child has attempted it, or if no other method is available. When it is necessary to interview the parent on any of the items, ask open ended questions - questions that require descriptions rather than yes/no answers.

10. SEVERAL CAUTIONS should be noted when administering any screening device.

    a) Cues and prompts should not be given. You are interested in learning what the child can do without aid or help (unless specified in the directions). It's often natural to look at the item or picture you've asked the child to point to, or to pull your hand away when the child has given you correct number of blocks. Avoid giving these clues by looking at the child instead of the materials when you ask the same question more than once.

    b) Corrections should be avoided. Avoid letting the child know if an incorrect response has been given. This will help keep the motivation factor high. Corrections should be avoided during a screening. This is not a time for teaching, but a time for taking a look at what a child can and cannot do.

    c) Reinforcement should be minimal. You will want to provide an incentive to encourage the child to keep working. However, if you begin reinforcing the child's correct responses and then do not acknowledge the incorrect responses, the child will sense the difference. Instead of reinforcing specific responses, it's better to comment on the manner in which the child is completing the task, "You're really working hard," or "I like the way you're sitting."

    d) Give the child enough trials. As you present each task be sure to give the child enough tries so that you are certain the response is an accurate measure of what the child can do. This helps to avoid lucky guessing.

    e) Be aware of environmental factors. Are there an unusual number of distractions? What time of day is the screening device being administered? Is it the child's normal nap time? What is the length of the session? Did the child become fatigued? Try to choose an optional time to conduct the screening.

11. Finally, REMEMBER THAT PRACTICE MAKES PERFECT! As you administer the instrument with more children, you will become more familiar and comfortable using it.

Following these few suggestions will help to ensure a successful and productive session and will provide you with a large amount of information about the child.

BUT MY PROGRAM DOESN'T USE A SCREENING TOOL!

There are a number of factors to consider when choosing a screening tool. Remember to choose the instrument that most satisfies your needs and best fits into your program. If your agency or program has not already chosen a screening tool, and you are interested in using one, these suggestions will help guide your choice.

A screening tool should provide the greatest amount of information about a child in the least amount of time. The ideal tool is one that is reliable and valid, standardized, easily administered in terms of cost and staff time, and is capable of providing a profile of developmental areas and identifying children with potential handicapping conditions.

Who will administer the screening device?

It is important to determine who will be conducting the screening. Remember that in the home-based program the home visitors should administer the tool because they will be the ones that will most need the information it provides. Are the home visitors in your program already trained and qualified to use a particular instrument? Usually it is best if the staff does not need specialized training to administer the instrument. Many screening instruments can be accurately administered by paraprofessionals, parents, and volunteers.

How much time is required to administer the instrument?

This is a very important factor in a home-based program since you only see the child once each week and your visit is limited in time. In addition, you must consider that children become tired quickly. The test needs to be short, no longer than 45 minutes.

Can the instrument be easily administered?

A home visit can be chaotic. Therefore, it is important that the instrument you choose be easy to administer in the home. The format and recording should be easy to follow.

What information will the instrument provide?

Ideally the screening device will give you a comprehensive picture of the child's overall development. It should test all of the developmental areas you will be addressing throughout the year in your program. The screening results should also provide you with information that indicates if a child needs further evaluation.

How appropriate is the screening instrument for the children your program serves?

The majority of children in your program will range in age from three to five. Your screening tool should give a good picture of a child in that age range, as well as assessing below and above it. Another important consideration is the cultural environment and socio-economic status of the children in your program. The tool should be free of cultural bias.

What materials are needed?

Choose an instrument that requires few items. The items should be familiar to the child and most should be available in the home. Those items not available in the home should be easy for you to bring with you.

How is information obtained?

Does the test depend primarily on observation or reported interview? Results will be more accurate if you are able to observe as many items as possible yourself as you try each item with the child. Also consider whether the child can be observed in a variety of settings. How structured are the activities? Can directions be repeated? How many trials can the child have?

What is the cost of the instrument?

You should decide how many copies of the instrument you will need. Note the costs of the score sheets and/or whether the score sheets or the test itself can be copied.

Is the test standardized?

A well designed tool will give you accurate scores and information on the child compared to the child's age group. This process is called norm referencing. When a standardized instrument is being developed, it goes through several "tests" to make sure that it is worthy of being called a standardized tool. These "tests" help assure that:

1. The instrument tests what it is supposed to. For instance, if the instrument is intended to provide information on a child's cognitive abilities, the authors would conduct a test to make sure that the questions that are in the instrument measure cognitive abilities.

2. The scores would be accurate for any child that the instrument is designed to be used with. To assure this, when the tool is being tested, many children chosen at random are assessed with the instrument and scores are analyzed for accuracy.

3. The instrument would provide the same score regardless of who administered it or when it is administered. An instrument that provides different scores depending on whether one person or another administered it, or one that provided different scores on different days, would be worthless.

Many instruments are available which have not been standardized. While these may be useful for curriculum planning purposes, they are not trustworthy for formal assessment and screening purposes. This information can be found in the manuals that accompany the tests.

On the following pages are several tools you may want to consider. Choose a screening device that is practical for your program. Publishers' catalogs will give you a brief description of the test, age range, cost, and administration time. If you want more detailed information, write to the publisher whose address is provided. (Please note that cost information may not be exact.)

NAME: Chicago Early

AUTHOR: Board of Education, City of Chicago

PURPOSE: To be used by early childhood teachers in in the classroom or Child Find Task Force screening teams to identify children with special needs.

AGE RANGE: Children three to five years old.

HOW ADMINISTERED: Administered to individual children.

WHO ADMINISTERS: Paraprofessionals, teachers, aids

TIME TO ADMINISTER: Approximately 15-20 minutes

SUBTESTS: The test covers gross motor, fine motor, language, visual discrimination and memory.

PARENT QUESTIONNAIRE: No parent questionnaire is included.

TRAINING: Assessment manualprovides all the information for administering, scoring, and interpreting the screening.

STANDARDIZATION, RELIABILITY, AND VALIDITY: Has high reliability, has proven content and concurrent validity when compared to extensive diagnostic testing. Is currently being studied for predictive validity. Has been normed on about 2,000 prekindergarten children in Chicago.

AVAILABILITY AND COST: E.T.A., 159 West Kinzie Street, Chicago, Illinois, 60610. Complete Assessment and Remediation Laboratory $99.00 Progress Records for Instructional Activities (25) $2.95, Assessment Score Sheet (25) $2.95, Drawing Worksheets (25) $2.95

NAME: Comprehensive Identification Process (CIP)

AUTHOR: R. Reid Zehrback

PURPOSE: A screening process developed for the early identification of children with problems that might handicap them in formal education.

AGE RANGE: Children two and one-half to five and one-half years old.

HOW ADMINISTERED: Administered to individual children at three screening stations in a team approach.

WHO ADMINISTERS: Professionals, paraprofessionals, volunteers, and students.

TIME TO ADMINISTER: 30 minutes.

SUBTESTS: The CIP assesses a child's development and behavior in the following areas: cognitive-verbal, fine motor, gross motor, speech and expressive language, hearing, vision, and socioaffective development.

PARENT QUESTIONNAIRE: A questionnaire concerning a child's medical history is included.

TRAINING: Screeners can usually be trained in a three- to four-hour training session. Study of the manual and materials is central to the training session. A filmstrip for use in the training workshop is available.

STANDARDIZATION, RELIABILITY, AND VALIDITY: Support data on more than 1,000 children indicate a high degree of efficiency in identifying children in need or special assistance. Items on the CIP were taken from standardized instruments and has been restandardized on 1,000 children.

AVAILABILITY AND COST

Scholastic Testing Service, Inc., 480 Meyer Road, Bensenville, IL 60106.

Screening kit (including materials, manual, and 35 record forms) $54.50.

NAME:	Denver Developmental Screening Test (DDST)
AUTHOR:	W. K. Frankenburg and J. B. Dodds
PURPOSE:	A screening device that yields an overall developmental profile; can be used for the detection of developmental delays during infancy and the preschool years.
AGE RANGE:	Infants two weeks old to children six years four months old.
HOW ADMINISTERED:	Administered to individual children.
WHO ADMINISTERS:	Paraprofessionals, teachers, clinicians.
TIME TO ADMINISTER:	Approximately 20 minutes.
SUBTESTS:	The test covers gross motor, language, fine motor/adaptive, and personal-social skills.
PARENT QUESTIONNAIRE:	No parent questionnaire is included.
TRAINING:	Training time varies from a few hours to several days, depending on experience, level of formal education, age range of children to be screened, and availability of children for demonstration and trial evaluation. A programmed manual has been developed and several training films are available on a rental basis.
STANDARDIZATION, RELIABILITY, AND VALIDITY:	The Denver is one of the most carefully researched and documented instruments of its type. Data are available in the appendix of the manual.
AVAILABILITY AND COST:	LADOCA Publishing Foundation, E. 51st Avenue and Lincoln Street, Denver, CO 80216

Manual	$6.00
Materials	7.00
Test forms (100)	2.00

NAME: Developmental Indicators for the Assessment of Learning

AUTHOR: C. Mardell, D. Goldenberg

PURPOSE: Prekindergarten screening instrument for identifying children with potential learning problems.

AGE RANGE: Children two and one-half to five and one-half years old.

HOW ADMINISTERED: Individually administered by a five person team.

WHO ADMINISTERS: Professionals and/or paraprofessionals.

TIME TO ADMINISTER: 20 - 30 minutes

SUBTESTS: The instrument screens children in four developmental skill areas: gross motor, fine motor, concepts, and communication.

PARENT QUESTIONNAIRE: No parent questionnaire is included.

TRAINING: Can be self-taught by professionals trained in testing. Others may require instruction and supervision.

STANDARDIZATION, RELIABILITY, AND VALIDITY: Dial was standardized on a stratified sample of 4,356 children. Validity and reliability have been established.

AVAILABILITY AND COST: Dial Inc., Box 911, Highland Park, IL 60035.

Manual, score sheet, and most materials $99.00

NAME: Developmental Profile

AUTHOR: Gerald Alpern and Thomas Boll

PURPOSE: Designed to be used as a screener to measure the development of children.

AGE RANGE: Children six months old to twelve years old.

HOW ADMINISTERED: Was designed to use the interview technique with the parent but one can also administer the items.

WHO ADMINISTERS: Can be used and interpreted by people not specifically trained in psychometrics.

TIME TO ADMINISTER: 30 to 40 minutes.

SUBTESTS: There are 217 items arranged by age into five scales, academic, physical, self-help, social and communication.

PARENT QUESTIONNAIRE: No parent questionnaire is included.

TRAINING: The Developmental Profile can be self-taught by professionals trained in testing. Others may require instruction and supervision.

STANDARDIZATION, RELIABILITY, AND VALIDITY: The authors report studies that indicate construct and face validity of the instrument. Correlational studies have been done on the physical and academic scales but have not been done on the other three scales.

AVAILABILITY AND COST: Psychological Development Publications, P.O. Box 3198, Aspen, CO 81611

Interviewing set (manual, form 474, and ten profile and scoring forms)	$9.85
Manual and form 474	9.25
Profile and scoring forms (25)	4.10

NAME: Eliot-Pearson Screening Inventory (EPSI)

AUTHOR: Samuel J. Meisels and M. Stone Wiske

PURPOSE: A screening test designed to provide a brief and easily administered survey of children's development in a number of significant areas. The instrument provides a profile of a child's developmental abilities, in addition to a standardized score.

AGE RANGE: Children four to six years old.

HOW ADMINISTERED: Administered to individual children.

WHO ADMINISTERS: Teachers and other professionals and students of child development.

TIME TO ADMINISTER: 15 to 20 minutes.

SUBTESTS: The instrument requires children to complete a Draw-A-Person figure and contains items that examine the following areas: visual-motor/adaptive; language and cognition; and gross motor and body awareness.

PARENT QUESTIONNAIRE: A parent questionnaire for the child's medical and developmental history is included.

TRAINING: Training involves observation of an experienced examiner administering the instrument, study of the manual, and practice under supervision with two or three children. A training videotape is available for rental.

STANDARDIZATION, RELIABILITY, AND VALIDITY: Standardization, reliability, and validity data are available; an extensive research program of concurrent and predictive validity testing has been completed. Face validity has been established with more than 3,000 children from a variety of different backgrounds.

AVAILABILITY AND COST: Samuel J. Meisels, Eliot-Pearson Department of Child Study, Tufts University, 105 College Avenue, Medford, MA 02155

Manual $2.50 Parent (100)
Score Sheets (100) 1.50 Questionnaires 2.50

References

1. Cross, L. and Goin, K. Identifying Handicapped Children: A Guide to Casefinding, Screening, Diagnosis, Assessment, and Evaluation
New York: Walker; 1977.

2. Meisels, Samuel J. Developmental Screening in Early Childhood: A Guide
National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

3. Olion, L. and Rodabaugh, J. A Selected Listing of Instruments for Screening and Assessment: Bibliography for Preschool Children with Handicaps
Office of Child Development of Region V, Chicago, Illinois

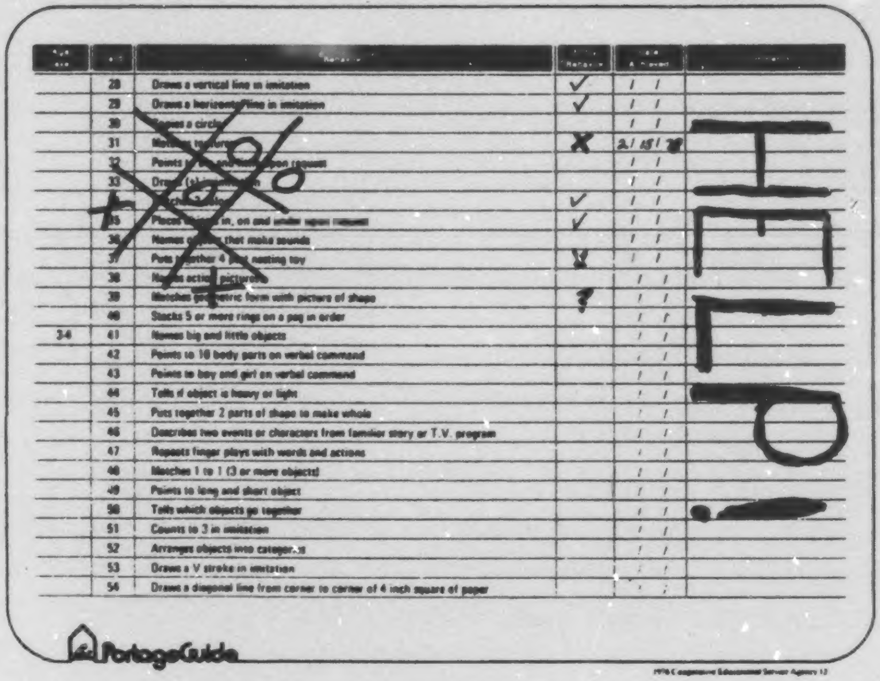
PORTAGE PROJECT

CURRICULUM

PLANNING

The Portage Project

How to Complete the Checklist



cognitive

[illegible]	[illegible]	Behavior	Entry Behavior	Date Achieved	[illegible]
	28	Draws a vertical line in imitation	✓	/ /	
	29	Draws a horizont[illegible] line in imitation	✓	/ /	
	30	[illegible]es a circle		/ /	HELP!
	31	Ma[illegible] te[illegible]ures	X	2 / 15 / 7[illegible]	
	32	Points t[illegible] and [illegible] upon request		/ /	
	33	Dra[illegible] (+) [illegible]		/ /	
	34	[illegible]	✓	/ /	
	35	Places [illegible] in, on and under upon request	✓	/ /	
	36	Names o[illegible] that make sounds		/ /	
	37	Puts together 4 p[illegible] nesting toy	✓	/ /	
	38	N[illegible] actio[illegible] pictures		/ /	
	39	Matches g[illegible]etric form with picture of shape	?	/ /	
	40	Stacks 5 or more rings on a peg in order		/ /	
3-4	41	Names big and little objects		/ /	
	42	Points to 10 body parts on verbal command		/ /	
	43	Points to boy and girl on verbal command		/ /	
	44	Tells if object is heavy or light		/ /	
	45	Puts together 2 parts of shape to make whole		/ /	
	46	Describes two events or characters from familiar story or T.V. program		/ /	
	47	Repeats finger plays with words and actions		/ /	
	48	Matches 1 to 1 (3 or more objects)		/ /	
	49	Points to long and short object		/ /	
	50	Tells which objects go together		/ /	
	51	Counts to 3 in imitation		/ /	
	52	Arranges objects into categor[illegible]s		/ /	
	53	Draws a V stroke in imitation		/ /	
	54	Draws a diagonal line from corner to corner of 4 inch square of paper		/ /	

PortageGuide

1976 Cooperative Educational Service Agency 12

BEST COPY AVAILABLE

The PortageProject

HOW TO COMPLETE THE CHECKLIST

Curriculum planning and record keeping can be made a lot easier if you use the checklist accurately and keep it up to date. Here are a few reminders.

How to Complete the Checklist

Front Page: Put down the child's name and date of birth. Enter your name and date (including year) the checklist is started.

Information Log: The second page of the Checklist is an information log sheet. Use this page to record information such as immunization dates and types, diseases the child may have had and dental or medical checkups. This record will be especially useful when the child is enrolled in regular school programs. By using this form, you will have all the information reported in one place. Remember to update this sheet and be sure to discuss this page with the parent regularly.

Infant Stimulation: If the child is six months old or younger or functioning in that age range you should start with this section. If the child is functioning at six months or older, you will not need to start with this section. This part of the Guide contains behaviors which are developed very early as well as suggestions for stimulation activities for infants.

All Other Checklist Sections:

Each page of the Checklist is divided into six columns:

a) "Age Level" - This column indicates the age, in one year intervals, at which most children learn these skills.

b) "Card Number" - This column indicates the number of the card that matches the skill. This card contains ideas and suggestions for teaching the skills.

c) "Behavior" - These are developmentally sequenced skills that the child has or will learn.

d) "Entry Behavior" - There are three basic symbols used to complete this column of the Checklist. The purpose of the column is to indicate the child's level of performance on the various skills. By keeping this column and the next one current you will always have an accurate record of the child's present skill level in all areas.

The basic symbols are as follows:

✓ = the child can perform the skill

X = the child cannot perform the skill or part of the skill

? = you aren't sure, but will test it out within six weeks and change to either a ✓ or X

e) "Date Achieved" - When the child learns a new skill after you have completed the Checklist, put the date that the skill was achieved in this column. For example, "Pulls off socks" (X) (4/4/82). Do not alter the initial mark you made in the "Entry Behavior" column.

f) "Comments" - Use this column to record any remarks about the child's performance of the skill, emerging behavior, when you started teaching the skill, etc.

To complete any section of the Checklist, you must first decide upon an item with which to begin the assessment. As a general rule, begin with the items listed in the age level section that is one year below the child's present age. If the child is three years old and you are completing the Self-Help section, begin with item number 26, "Feeds self using spoon and cup with some spilling". If the child is four years old and you are completing the Language section, begin with item Number 59, "Says 'is' at beginning of questions when appropriate". You go back to an age level which is less than that of the child to be sure that you do not ignore any items which may not yet have been learned. Read each item and observe whether or not the child can perform that behavior put a ✓ in the "Entry Behavior" column if the child can do the behavior and an X if the child cannot do the behavior, or only does part of it. Be sure the child is proficient with the behavior before you check it off. If you do not have 10-15 consecutive checks, (baseline) go backwards until you get one. Those behaviors that you check off, you won't teach. Don't check it off if you think the child may need to work on it a little more. There will be times when you won't know for sure that the child can or cannot perform a behavior. If you have a question about a behavior, enter a ? and then test it out with the child. It is best to have the child perform the behavior two or three times until it warrants an X or a ✓.

Skills acquired at later ages are based upon skills learned earlier. If the child cannot do any of the skills listed at the four-year level, he will be unlikely to do those at the five-year level because they are dependent upon the four-year level skills. For example, children who cannot draw squares or triangles cannot draw diamond shapes. Squares and triangles are easier to make and are learned before diamonds. If the child is only three, performing many skills at the four to five, or five to six age levels is not realistic. Thus, you need not read through all of these behaviors. If the child cannot do ten to 15 of the behaviors in a row (you have 10 to 15 consecutive X's or ?) in a particular section, there is no need to continue in that area. Go on to the next developmental area.

As you plan curriculum for each child using the checklist, remember to keep it up-to-date. Teach the skills that are marked with X and then enter the date achieved when the child learns them. Review the checklist with the parent regularly and you will know which skills the child is ready to learn next. Sometimes it may seem like a bother to keep the checklist up-to-date, but if you invest the time to do so, your job will be easier and the programs you plan for the child will be more appropriate.

HINTS FOR COMPLETING THE CHECKLIST

1. GET A BASELINE - AT LEAST 10 ✓'S - SKILLS THE CHILD CAN DO.

2. GET A CEILING - AT LEAST 10 X'S OR ?'S - SKILLS THE CHILD CANNOT DO, CAN ONLY DO PART OF OR THAT YOU ARE UNSURE OF.

3. COMPLETE THE CHECKLIST WITHIN 4-6 WEEKS OF ENROLLMENT.

4. WHEN IN DOUBT ABOUT WHETHER OR NOT THE CHILD CAN DO A SKILL, MARK ?. DO NOT GIVE THE BENEFIT OF THE DOUBT.

5. IF YOU CANNOT GET A BASELINE IN A DEVELOPMENTAL AREA, ASSESS THE CHILD IN THE INFANT STIMULATION SECTION.

6. NEVER CHANGE ORIGINAL ✓'S AND X'S. CHANGE ONLY ?'S. MARK THE DATE IN THE DATE ACHIEVED COLUMN WHEN AN XED ITEM HAS BEEN ACCOMPLISHED.

7. USE "COMMENTS" COLUMN TO RECORD EMERGING BEHAVIOR, ADDITIONAL CRITERIA, ETC.

8. GIVE THE PARENTS A COPY OF THE CHECKLIST TO PLAN TOGETHER WITH YOU. IT WOULD HELP THEM CONTRIBUTE MORE MEANINGFULLY.

9. UPDATE THE CHILD'S CHECKLIST REGULARLY; AT BEST WEEKLY, AT A MINIMUM OF ONCE A MONTH.

TEN PROBLEMS FREQUENTLY ENCOUNTERED WHEN USING BEHAVIORAL CHECKLISTS

Elizabeth May

Neal Schortinghuis

Behavioral checklists have become indispensable educational tools. As an outgrowth of behavioral analysis, behavioral checklists have ballooned to cover almost every conceivable behavior from toilet training to flying an airplane. For example, Walls, Werner, Bacon and Zane (1975) have identified over 200 behavioral checklists developed by prolific listsmiths. In early childhood education, these tools have been used for identification, diagnostic placement, program evaluation, and curriculum planning.

The problems associated with reliability and validity in using behavioral checklists have already been discussed by various authors (Bijou, Peterson, & Ault, 1968; Cronback & Meehl, 1955; Hull, 1971; Johnson & Bolstad, 1973). The purpose of this paper is to examine the problems teachers (particularly in preschool programs) have encountered in using behavioral checklists as a basis for curriculum planning. The specific areas of concern are:

1. Completing the behavioral checklist incorrectly.
2. Teaching to suggested materials and activities.
3. Following the behavioral checklist too rigidly.
4. Targeting only in identified skill deficit areas.
5. Avoiding identified skill deficit areas.
6. Limiting targeted behaviors to skills the teacher is comfortable teaching.
7. Using a checklist that is inappropriate for a specific child.
8. Assessing and sequencing skills correctly but teaching splinter skills.
9. Putting undue emphasis on skills commonly classified as "kindergarten readiness".
10. Failing to plan for generalization and maintenance.

Completing the Checklist Incorrectly

A teacher, by correctly completing a checklist, can obtain an excellent picture of a child's skills. However, in completing a checklist, mistakes often occur. Frequently the teacher doesn't observe the child exhibiting the skill but assumes that he has acquired it. The teacher might say: "I can't think of a specific time when I saw Tom working alone at one thing for 20-30 minutes, but I'm sure he could if he tried," and then checks that item as an entry behavior on the checklist. This results in an inflated assessment of the child's skills and leads to faulty curriculum planning.

A related problem occurs when two or more people are completing a checklist and the criteria for determining mastery of a skill are not jointly determined. If a teacher and parent are completing a behavioral checklist together, the teacher might ask the parent: "Can Mike take off and put on his coat without help?" The parent might answer "yes", thinking that this skill does not include buttoning, while the teacher assumes it does include buttoning and marks that skill as accomplished. This problem can be alleviated by direct observation. Also, it is not as likely to occur if the items on the checklist are written in behavioral terms. Unfortunately, this is not the case with many checklists, thus leaving the criteria for mastery of the items open to many interpretations. Still another misuse of a behavioral checklist can occur when the teacher and/or parent view the tool as a "test" rather than as a baseline on the child's present skill levels. They want the child to "look good" and therefore give the child the benefit of the doubt if an item on the checklist is in question. If there is any question about a particular item just the opposite should occur; the parent and teacher should carefully observe the child to see if the skill has been mastered.

These mistakes can be avoided if the teacher views the checklist as a tool to be used in planning curriculum, uses a consistent definition of the expected behavior, and relies on direct observation of the child.

Teaching to Suggested Materials and Activities

Many behavioral checklists also include suggested teaching materials and activities. It may seem most efficient to use those materials and activities when in actuality, they may or may not be appropriate. Once a skill is targeted for the child to learn, the teacher should assess that child in terms of his learning style, meaningful reinforcement, and interest in various materials. Only then

BEST COPY AVAILABLE

should the teacher choose the most appropriate teaching activity and materials for the child.

Often the suggested materials may be appropriate for some children, but completely inappropriate for others. For example, one behavioral checklist has the item "carries breakable objects" and the materials suggested to teach the skill are "small breakable ashtrays" and "pop bottles". For some children and families these materials would be accessible and appropriate, but many parents would not want to encourage their preschool children to carry these objects around.

Other ways in which materials might be misused are: a teacher may choose a colorful, commercially available toy and then consult a checklist to see what she can teach the child when the process should be the other way around; or, a teacher may utilize a suggested way of teaching shapes that works with one of her children and then automatically go ahead to use the same with the rest of the children. In both examples, the teacher has failed to take into account the individual child.

Of course, sometimes the activities and materials on the checklists are very appropriate. However, the teacher's knowledge, creativity, and considerations for individual children should go into planning every activity.

Following the Behavioral Checklist Too Rigidly

Once the child's initial curriculum assessment is completed with use of a checklist, the teacher is ready to select skills to teach the child. Those skills selected need not be the first items on the checklist that the child was unable to do. There is a range of behaviors that is developmentally appropriate for the child; there are practical reasons that govern the choice of behaviors within that range. For example, in the autumn a child's entry behavior shows that he is ready to: pull off his socks, take off pants when unfastened, and put a hat on his head. The teacher might choose the skill "puts hat on head" to teach first. This behavior would be both developmentally and functionally appropriate for the child because he is ready to learn the skill and could incorporate it into his daily activities throughout the winter.

Using behavioral checklists for planning is not like following a recipe. Each child is unique and learns at his own rate. Thus, items on a checklist may need to be broken down into smaller, teachable steps using task analysis. Failure to do this can result in frustration for the child and teacher.

The authors analyzed data from a replication of the Portage Project in Wessex, England which used the *Portage Guide to Early Education* as the sole basis for curriculum planning for mentally handicapped children. They found that 60 percent of the weekly goals for the children were directly from the checklist whereas 40 percent were checklist items that needed to be broken down into smaller steps. Of course, there was variance among individual children, ranging from one child who needed to have tasks broken down into simpler components only 17 percent of the time to another child who required smaller steps 79 percent of the time.

The concept of flexibility in using a checklist was probably best stated by Bluma, Shearer, Frohman and Hilliard (1976) when describing the way to use a Checklist. "The behaviors listed on the Checklist are based on normal growth and development patterns; yet no child, normal or handicapped is likely to follow these sequences exactly. Children may skip some behaviors completely, may learn behaviors out of sequence, or may need additional subgoals in order to achieve a behavior on the Checklist. Each instructor's ingenuity, creativity, and flexibility plus a knowledge of the child and his past development pattern, will be needed to help plan appropriate goals so that he will learn new skills."

Targeting Only in Identified Skill Deficit Areas

Most authors of behavioral checklists used in curriculum planning group behaviors into classes or domains, usually called developmental areas. For example, a common grouping in early childhood is socialization, language (often subdivided into expressive and receptive), self-help, cognitive, and motor (subdivided into fine and gross).

Many children in educational programs have been placed in those programs because of identified skill deficits in one or more of these areas. One goal of intervention is then to eliminate the developmental deficit and rightly so, but it is possible to spend an inordinate amount of time targeting in those deficit areas and to forget that an educational program should stimulate growth across all developmental areas. A child with a skill deficit area(s) still has needs that should be met in other areas. In many cases, a teacher can plan a multi-purpose activity that incorporates more than one developmental area. For example, if a child has a deficit in the language area, activities such as doing a fingerplay or following directions through an obstacle course would not only address the expressive and receptive language area, but would also help the child's fine and gross motor development. If this is not done, a child may inadvertently develop deficits in other areas simply because they are not addressed.

Continuously focusing on the problem area can also result in frustration for the child. Success does not come as easily and the child is made to feel less competent than if his strengths, as well as his weaknesses, were taken into consideration.

Avoidance of Skill Deficit Areas

This potential problem is the opposite of focusing only on the deficit area but with different reasons for its occurrence.

When a teacher and a child work together and achieve success, they reinforce each other. Because the success and rapid progress are more likely to occur in non-deficit areas, the teacher may continue to target and teach in those areas because the behavior (targeting and teaching) is reinforced. For example, if a child is moderately delayed in the language or cognitive area he has most likely experienced failure in those areas. As a result, he may not participate as willingly in those activities, because he hasn't experienced success in the past. On the other hand, if his strengths lie in the motor and self-help areas, activities in these areas will be more reinforcing for the child and the teacher to work on because the child has a higher probability of achieving success and enjoys participating in them more. Thus, the curriculum sometimes swings more and more towards the stronger, reinforcing areas and away from the more difficult deficit areas.

We cannot overemphasize that a teacher must provide instruction for the whole child in all developmental areas, taking that child's unique abilities and needs into account. It is all too easy to end up unintentionally and unconsciously teaching in areas where one receives the most reinforcement.

Limiting Targeted Behaviors to Skills the Teacher is Comfortable Teaching

Preschool teachers' training and experience provide them with teaching skills that vary somewhat across developmental areas. There may be many skills listed in the checklist that a teacher either has not had the opportunity to teach or has not had much success with in the past. For example, if the teacher's only attempt at toilet training was with a child who continued to have accidents, even after an intensive program, it is not likely that that teacher would readily implement a toileting program with another "difficult" child.

This also occurs when a teacher who has training in a specific area, such as speech and language, unintentionally puts undue emphasis on speech and language activities and, at the same time shies away from teaching self-help skills such as self-feeding and dressing, especially if that teacher has never taught them before.

This problem can be avoided by cooperative planning with input from various specialists. These "staffings" help to assure that the child's needs in all areas of development are considered. Also, a careful assessment of needs can be undertaken and then inservices can be planned in areas where the teacher has weaknesses.

Using a Checklist That is Inappropriate For a Specific Child

Because children progress at different rates and have different problems, some checklists may be more appropriate for some children than others. For example, a checklist based on normal development may not be nearly detailed enough for those working with severely and profoundly handicapped children. The checklist loses its value as a curriculum guide if a teacher ends up working on one specific item for weeks or months on end. Teaching becomes frustrating for the teacher, parent, and child. Instead, the teachers might make their own checklist with the items broken down into smaller steps or find another behavioral checklist that is more helpful in curriculum planning for the individual with whom they are working.

Assessing and Sequencing Skills Correctly But Teaching Splinter Skills

If the teacher does not refer back to the behavioral checklist following the acquisition of a targeted objective, the teacher may allow the curriculum plan to spin off on a tangent and thus end up teaching splinter skills.

This can happen in two ways — horizontally or vertically. A horizontal splinter skill occurs when a teacher appropriately targets an objective for the child but elaborates on that skill beyond the point where the skill is functional. For example, a teacher may target "names three colors on request" and successfully teach that skill to criterion, but then may proceed to go beyond the basic colors to teach violet, mauve, tangerine, chartreuse, magenta, etc. This can prove to be very reinforcing to the teacher and/or parent because the child can answer correctly a large number of questions in a very specific area and appear "smart". Teaching these behaviors wastes valuable teaching time and does very little to enhance the child's overall development.

A vertical splinter skill is probably a more common error. It occurs when a teacher initially targets a developmentally appropriate behavior, but then takes that behavior to higher and higher levels of functioning. For example, a teacher may teach a child to "count to three in imitation" from the *Portage Guide to Early Education;* Cognitive Card No. 51, age three to four (Bluma et al 1976) and then go on to teach "counts to ten objects in imitation" which is at the four to five age level. The next goal might be "counts by rote one to 20" at the four to five age level, and finally "counts up to 20 items and tells how many" at the five to six age level. If the child in this example had been three years of age, the teacher would have been teaching skills far above the child's developmental level even though the sequencing of these skills was correct. This results not only in an expenditure of time and energy that could be utilized more effectively but also necessitates breaking the targeted tasks into smaller and smaller steps (creating, in reality, another behavioral checklist or a task analysis). Additionally, because of the increasing complexity of the tasks beyond the child's developmental level, the probability of a successful learning experience for the child is diminished.

Putting Unjustified Emphasis on Skills Commonly Classified as "Kindergarten Readiness"

Pressure to teach kindergarten readiness skills is a perpetual problem for the preschool teacher. The perception that these skills constitute "schooling" or "education" is pervasive. For example, when parents are asked what they would like to work on with their child, many immediately choose skills such as having the child write his name, count, or say the alphabet, even though developmentally the child is no where near ready to master these skills. The problem may be further compounded by some schools that send around their "lists" of skills that the child is expected to have learned before entering kindergarten. In extreme cases, the pressure may take the form of the kindergarten teacher saying things such as "I wonder what the preschool teachers are doing? Many of their children can't even write their name when they come to school".

The concern addressed above does not mean, however, that emphasis on these skills would be inappropriate for all children. For example, many four year olds are in programs specifically because of skill deficits in these areas. Emphasis placed on these skills would be appropriate.

The authors reviewed 809 individual lesson plans from a preschool program and found that 30 percent of the stated behavioral objectives were: drawing shapes (+ 1, -, 0, □, △, 〰); naming shapes (0, □, △); naming, matching, and pointing to colors; and naming numerals, matching numerals to objects, and rote counting. While these objectives are appropriate for some children, one must ask if the teachers looked at all areas of development so that the most appropriate programming could be developed for each child.

Failing to Plan for Generalization and Maintenance

No behavioral checklist in existence encompasses all the skills preschool children need to learn — at best a checklist is a sequential developmental listing. These behavioral checklists often include behaviors that appear extremely restricted but which, in fact, represent only a single example of a whole class of behaviors. For example, "puts four rings on peg" is one behavior on a checklist which is meant to represent a group of behaviors that requires a similar degree of eye-hand coordination and problem solving ability. The behavior on the checklist was made specific for observational reliability and ease in establishing criteria. If a teacher only targets and teaches "puts four rings on peg" and does not plan for generalization and maintenance of the behavior, the child will: 1) only be able to put four rings on a peg, which does not do anybody much good, or 2) forget how to put four rings on a peg, which is even worse. As Harbin states (1977), "Children go through two stages in developing skills: acquisition and generalization. Criterion-referenced devices tend to measure only acquisition."

Thus, it is fallacious to assume that a child will automatically generalize and be able to maintain a specific skill. Preschool children, particularly those who have special needs, need to be taught generalization by practicing a skill in more than one situation. A child who learns to name a block as "blue" then needs to practice using "blue" as a descriptor of many other objects and in many other situations. That same skill will most likely be maintained if it is reinforced in the child's daily routine, e.g., by having the child name blue objects in a grocery store or choose blue clothing to wear. Thus, the child learns that "blue" is an integral part of his environment and not just the color of a block that his teacher showed him.

Summary

Although the above problems do occur, checklists are still indispensable tools for teachers. Valuable curriculum planning information can be obtained from them as well as ideas for implementation. Yet, problems do arise no matter how conscientiously the tools are employed. Ongoing assessment of the curriculum plan and individual adaptations that meet the unique needs of children provide the means by which many of these problems can be circumvented.

References

Bijou, S.W., Peterson, R.F., and Ault, M.H. A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis,* 1968, 1, 175-191.

Bluma S., Shearer, M.S., Frohman, A.H. and Hilliard, J.M. *The Portage Guide to Early Education* (revised edition). Cooperative Educational Service Agency 12, Portage, Wisconsin, 1976.

Cronback, L.J., and Meehl, P.E. Construct validity in psychological tests. *Psychological Bulletin,* 1955, 52, 281-302.

Harbin, G., Educational Assessment. In Cross, L. and Goin, K.W., (Eds.). *Identifying Handicapped Children.* New York: Walker and Company, 1977.

Hull, H.G. Interobserver variation in recording behavior: Random or systematic error? *Dissertation Abstracts International,* 1971, 31, (11-B), 6904.

Johnson, S.M. and Bolstad, O.D. Methodological issues in naturalistic observation: Some problems and solutions for field research. In L.S. Hamerlynck, L.C. Handy, and E.J. Mash (Eds.). *Behavioral Change: Methodology, Concepts and Practice.* Champaign, Illinois, Research Press, 1973, 7-67.

Walls, R.T., Werner, T.J., Bacon, A., and Zane, T. Behavior Checklists, in J.D. Cone, and R.P. Hawkins (Eds.), *Behavioral Assessment: New Directions in Clinical Psychology.* New York: Brunner-Mazel, 1977.

Abstract

The authors have identified ten problems encountered when using a behavioral checklist as a basis for curriculum planning. The ten problems and methods of avoiding them are discussed. The problems identified are:

1. Completing the behavioral checklist incorrectly.
2. Teaching to suggested materials and activities.
3. Following the behavioral checklist too rigidly.
4. Targeting only in identified skill deficit areas.
5. Avoiding identified skill deficit areas.
6. Limiting targeted behaviors to skills the teacher is comfortable teaching.
7. Using a checklist that is inappropriate for a specific child.
8. Assessing and sequencing skills correctly but teaching splinter skills.
9. Putting undue emphasis on skills commonly classified as "kindergarten readiness".
10. Failing to plan for generalization and maintenance.

CURRICULUM PLANNING
CHOOSING DEVELOPMENTAL AREAS AND OBJECTIVES TO TEACH

CHOOSE THE DEVELOPMENTAL AREA IN WHICH THE CHILD IS STRONGEST

Once the assessment process has been completed on a child, it is time to begin planning an individualized program. You will use all of the information you have collected on the child to do this. Using the results from the standardized instrument you will be able to determine the developmental area in which to plan the first activity you will present to the child.

Your results from the standardized instrument provide you with scores that indicate the child's general developmental functioning in each of several areas. Frequently, one might tend to begin teaching in the area in which the child has the most needs. When we are beginning to work with a family, it is very important to establish a positive relationship with the parent and child. Therefore, we will want to begin teaching the child a skill that is most likely to be achieved without frustration. Choosing to start in the child's strongest area(s) will increase the chances for success right away. After the child has been successful, learning several new skills without experiencing a lot of undue failure, then it would be time to begin working on skills in the child's area(s) of need.

Once you have determined the area in which to begin, you must choose a skill from the Checklist. During the assessment process you identified many skills that the child has already learned (✓'ed items), as well as many skills that the child still needs to learn (X'ed items), and some items that you are unsure of (?'ed items). You always begin by choosing an X'ed item. But how do you choose which skill, of all those X'ed skills that the child needs to learn? It is especially important that the first skill you choose will be accomplished in one week. Since it is reinforcing for the parent to succeed teaching a new skill to this child, you will want to insure successes at the very beginning of the program. There are several considerations to keep in mind that will help guide your choice:

1. CHOOSE A SEQUENTIALLY APPROPRIATE SKILL

Remember that the skills listed in the Checklist are sequenced in order of difficulty. That is, skill number 1 in a given developmental area would be easier for a child to learn than skill number 15; skill number 15 would be easier than skill number 40, and so on. Therefore, be sure that the child is able to perform the skills that come before the skill you wish to teach. For example, you would teach a child to match 3 colors (Cognitive number 34) before you would teach to name 3 colors on request (Cognitive number 63). One word of caution... learning does not follow a rigid pattern. No two children follow the same sequence of skill acquisition. Thus those skills that closely follow one another (such as numbers 5 and 7, or numbers 68 and 71) need not necessarily be taught to the child in sequence but rather taught according to the individual pattern of learning.

2. CHOOSE A FUNCTIONAL SKILL FOR THE CHILD

When choosing between several skills, choose the skill that will be most useful to the child in his own home environment. This would ensure that the child has many opportunities to practice the skill during the course of a daily routine. It also increases the likelihood that the parent will work on the skill throughout the week. For example, if you have identified "climbs stairs alternating feet" as one skill that child cannot perform, you would choose to teach it only if the child had a staircase at home, or some place frequently visited. Otherwise it would not be considered as a high priority skill to select.

3. CHOOSE AN EMERGING SKILL

An emerging skill is one that the child is on the way to learning, but needs more practice/instruction in order to master it. For example, the skill you may be interested in teaching the child is buttoning large buttons. If the child can button large buttons, but only when you help by guiding the button, then this would be an emerging skill. The child will master the skill if given more help and teaching. Choosing an emerging skill to begin teaching the child will increase the likelihood that the child and parent will experience success during the week.

4. CHOOSE A SKILL THE CHILD HAS SHOWN AN INTEREST IN

Perhaps during the assessment you discovered that the child really enjoyed a particular type of activity, such as jumping. It would be good practice to present a skill to be worked on that would be related to the child's interest: jumping over objects; jumping rope; etc.

5. CHOOSE A SKILL THAT WILL REQUIRE A SHORT AMOUNT OF THE PARENT'S TIME

The first skill that you choose should require only a few minutes of the parent's time to work on. Rather than risk turning the parent off by choosing an activity that will require half an hour or more to do, choose an activity that will require little preparation, working or clean-up time on the part of the parent. It is also helpful if the activity can be worked into the normal daily routine. Naturally, your ultimate goal is to increase the amount of time that the parent works with the child on the activities that you leave in the home, but build up the amount of time that the activities require of the parent slowly. As your parent gains confidence and interest in working on the plans that you bring it will be easier to gradually lengthen the sessions.

6. CHOOSE A SKILL THAT THE PARENT IS INTERESTED IN THE CHILD LEARNING

Last, but not least, by selecting a skill that the parent values, you increase the chances that the parent will work on the activity during the week when you are not around. This of course increases the odds that both the parent and child will experience success with the activity, which in turn will help both feel good about the program and encourage them to continue to work on the new activities that you bring into the home.

7. CHOOSE A SKILL THAT THE SPECIFIC CHILD NEEDS TO LEARN

Finally, there are many skills that a child will learn that do not appear in the Checklist. The Checklist is not intended to be used cookbook fashion. As you get to know the child better and become more familiar with the child's abilities it will be easier for you to identify skills that are ready to be learned. Often, you will not find these skills in the Checklist. Rather, they will be sub-skills of one or more of the listed skills, or they may even be unrelated to any skill in the Checklist. When this occurs, it is important that the skill be taught to the child. Afterall, one of the benefits of the home-based program is that the home visitor is able to tailor each child's program to specific needs and learning style.

In summary, there are many things to consider when you begin to select skills to teach a child. As you get to know the child better, it will be easier to decide which skill to teach. But, by keeping these points in mind, you will more likely be successful in not only effectively teaching the child, but in winning over the entire family as advocates of your program. GOOD LUCK!!

BEHAVIORAL OBJECTIVES

I. Introduction

A behavioral objective states what you want the child or parent to learn or do; the objective needs to be observable, measurable and specific. This means that you can see or hear the child or parent perform the behavior and count the number of times he/she does the task. It must be clear enough to pass the "stranger test"; that is, there can be no room for misinterpretation. The objectives must mean the same thing to anyone who reads them. A behavioral objective contains four parts: WHO/WILL DO WHAT/WITH WHAT TYPE OF AID/HOW WELL.

II. Four Parts of a Behavioral Objective

A. WHO: the person who will perform the behavior; usually the child or parent.

John will name red when given initial sound cue, 4/4x.

B. WILL DO WHAT: the specific, measurable and observable behavior to be performed. Includes a verb that tells what the learner will do. May also include the situation where the child will perform the skill or additional criteria of time or distance.

-Judy will count to five in imitation, 5/5x.
-Rita will remain seated during story time for 5 minutes with one reminder 4/4x.
-Bertha will stand on one foot for 8 seconds upon request 3/3x.
-Rita will name 5 animals when shown picture cards on request 2/2x each.
-Tim will ride a bike for 5 feet when pedal straps are used once a day.

C. WITH WHAT TYPE OF AID: what type of assistance the child or parent will have.

Aid: indicates what specific assistance or help you will give the child in doing the skill. Examples: independently, when asked, when shown a model, when teacher guides hands, on request, when given verbal directions.

-Audrey will draw a square when given dots to trace, 4/4x.
-Frank will walk forward on a balance beam when teacher holds his hands, 3/4x.

-The parents will attend three parent meetings when given one written reminder during the year.

D. HOW WELL: the number of times the child or parent must successfully perform the skill. Can be expressed in three ways:

1. fractions: number of successful tries/number of opportunities given: 4/4, 4/5, 3/4. All objectives must have a success rate of at least 75% or 3/4.

   -Sara will stack eight blocks upon request 4/4x.

2. percentages: 75%, 100%. All objectives must have a success rate of at least 75%.

   -Tom will use the bathroom without reminders 75% of the time.

3. words: daily, every opportunity, each time it is necessary.

   -Harry will use a kleenex to blow his nose when shown how each time it is necessary.

To summarize, behavioral objectives are statements of what the child or parent will accomplish at the end of the teaching period. Use the following checklist to determine if objectives are complete.

-Does it contain four parts?

-Are words used in the objective specific?

-Can the behavior be observed?

-Can the frequency of the behavior be counted or measured?

-Is the learner required to be successful at least 75% of the time?

DID YOUR CHILD REACH THE GOAL?
CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name ____________________
Parent's Name ____________________
Home Visitor's Name ____________________
Week of ____________________

What to Teach:

STATE A TARGET BEHAVIOR

(WHO, WILL DO WHAT, WITH WHAT TYPE OF AID, HOW WELL)

WRITE DOWN NUMBERS FOR RESPONSES

HOME VISITOR TAKES BASELINE

PARENT PRACTICES RECORDING DURING DEMONSTRATION

PARENT RECORDS ⟷ DURING WEEK

HOME VISITOR TAKES POST-BASELINE

WRITE IN DAYS OF THE WEEK

DAYS

What to Record:

SHOW THE SYMBOLS USED

TELL WHAT THEY MEAN

Directions:

REMEMBER TO INCLUDE:

1. PLACE TO WORK IF IT IS IMPORTANT
2. MATERIALS AND HOW THEY WILL BE USED
3. HOW TO PRESENT THE MATERIALS AND GET THE CHILD TO RESPOND
4. HOW TO REINFORCE THE CHILD WHEN HE RESPONDS CORRECTLY AND HOW TO RECORD ON THE CHART
5. WHAT TYPE OF AID TO USE AS A CORRECTION PROCEDURE AND HOW TO RECORD ON THE CHART
6. HOW MANY TIMES TO PRACTICE EACH DAY YYY
7. ACTIVITY VARIATIONS (to be developed together by parent & home visitor)

The Portage Project

© 1976 Cooperative Educational Service Agency 12

PRECISION TEACHING AND THE PORTAGE MODEL OF EARLY EDUCATION

Precision Teaching is a process used by teachers & Home Visitors to determine if a selected behavior is an appropriate task to teach and then to evaluate if the task was learned following instruction. Precision Teaching has five steps:

Pinpoint

Record

Consequate

Record

Try, Try Again!

This method was developed by Ogden Lindsley. It is based on the theory that behavior is increased, decreased or maintained by arranging the responses or events following the behavior. This practical application of operant conditioning techniques provides teachers & Home Visitors with a continual data base for curriculum planning, so objectives are appropriate for each child. By recording, parents and Home Visitors receive immediate feedback on the success of their teaching techniques and can determine when objectives are achieved and when to move to the next objective. Parents and Home Visitors can provide a truly individualized curriculum using this process. It is important to note that this is not a curriculum but rather a process for parents and Home Visitors to use in deciding what objectives to teach and how to evaluate their effectiveness.

Each step is described in detail:

STEP 1: PINPOINT

A. Definition: To select an appropriate behavior to be increased, decreased or maintained.

B. Guidelines:

1. The behavior must be measurable, (observable and countable).
2. It should be a small enough step for the child to accomplish in one teaching unit (for example, one week).
3. The terms used to describe the behavior should be clear and concise. For example, use name rather than identify. Identify is ambiguous and can be interpreted many ways.
4. It is better to choose a behavior you want to increase rather than one you want to decrease because this is emphasizing a positive behavior.
5. It may be necessary to do some survey pinpointing before you arrive at an appropriate behavior. This means observing the child performing several behaviors before selecting your goal.

STEP 2: RECORD

A. Definition: To take baseline information on the pinpointed behavior before you begin teaching. Based on the child's performance, the teacher will decide if the pinpointed behavior is appropriate.

B. Guidelines:

1. Do not implement reinforcement or correction procedures at this time because it will facilitate learning and give an inaccurate indication of the child's ability to perform the task.
2. Ask the child to perform the behavior enough times to rule out the possibility of a correct response by chance.
3. Record the performance immediately after observing and counting.
4. Use the results of the child's performance to decide:
   a) to present the pinpointed behavior as planned; or
   b) to modify the pinpointed behavior.
5. The Home Visitor and parent should do the counting and recording.

STEP 3: CONSEQUATE

A. Definition: A consequence is an event which follows a behavior and changes the frequency of the behavior it follows. It is an arranged event. Consequences are some of the teaching strategies the Home Visitor & parent uses.

B. Guidelines:

1. Reinforcers and correction techniques are consequences.
2. Each consequence must be individualized for the child. For example, if the child works well when you clap, use clapping as a reinforcement.
3. The consequence should immediately follow the behavior.

4. Use natural events rather than contrived events when possible. For example, if the child throws sand in the sandbox, model apropriate behavior and if he persists, remove him from the sandbox rather than deny dessert because he threw sand.
5. State the consequence clearly.
6. Do not announce a consequence you cannot deliver. For example, don't promise to take the child to the park when you know there is not time.
7. Decide on and implement a specific reinforcement schedule for a specified teaching period. For example, if you decide to reinforce after each correct response, continue this for the whole teaching period.
8. Implement the consequence for the whole teaching period, (entire week). This allows the child a sufficient number of opportunities for the behavior to be consequated.

STEP 4: RECORD

A. Definition: To take post-baseline information on the pinpointed behavior you have been teaching. This determines if the behavior has been learned.

B. Guidelines:
   1. Follow the same guidelines presented previously for "record". Use the results of the child's performance to decide:
      a) to move on to the next curriculum objective using the Precision Teaching method; or
      b) to modify the pinpointed objective or the consequences if the behavior was not learned (try, try again).

Sometimes even the most specific plan will not be achieved during implementation of the first set of chosen consequences. If your pinpointed behavior was not achieved when you recorded post-baseline, the recommendation is:

STEP 5: TRY, TRY AGAIN!

In this last step you would repeat the precision teaching process with specific attention to:

1. Was the behavior broken down into a step small enough to be learned in the specified teaching period? (See Task Analysis)

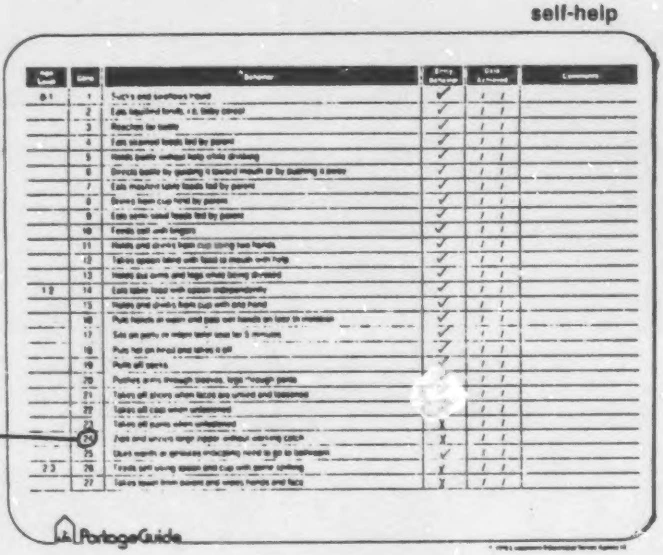
2. Was the reinforcement appropriate?
3. Was an appropriate correction procedure implemented?
4. Were the materials appropriate?
5. Was the behavior presented and practiced during the entire teaching period?
6. Was the behavior presented exactly as planned during the entire teaching period?

Researchers have found that almost eighty-five percent of the parents and Home Visitors achieved success with the first chosen consequence when it was used consistently. An additional ten percent were successful on the second try and five more achieved success on the third try. [1] Precision Teaching is effective in implementing individualized curriculum goals. The four steps of Precision Teaching are implemented in the Portage Model in the following way:

PINPOINT

Behaviors are pinpointed by:

1. Filling out the Checklist of the Portage Guide to Early Education, indicating what behaviors the child knows and does not know.
2. Then choosing a behavior on the Checklist the child does not know.


self-help
PortageGuide

TASK ANALYSIS

PRESENT BEHAVIOR: PICKS UP 1" BEAD WITH PINCER GRASP.

CHILD WILL ZIP ZIPPER BOARD, WITH 1½" CLASP, UP AND DOWN WITH ADULT GUIDING HAND 4/4 x ONCE A DAY.

CHILD WILL ZIP ZIPPER BOARD, WITH 1½" CLASP, UP AND DOWN IN IMITATION 4/4 x ONCE A DAY.

CHILD WILL ZIP ZIPPER BOARD, WITH 1½" CLASP, UP AND DOWN ON REQUEST 4/4 x ONCE A DAY.

CHILD WILL ZIP ZIPPER ON COAT, WITH 1½" CLASP, IN IMITATION 4/4 x ONCE A DAY.

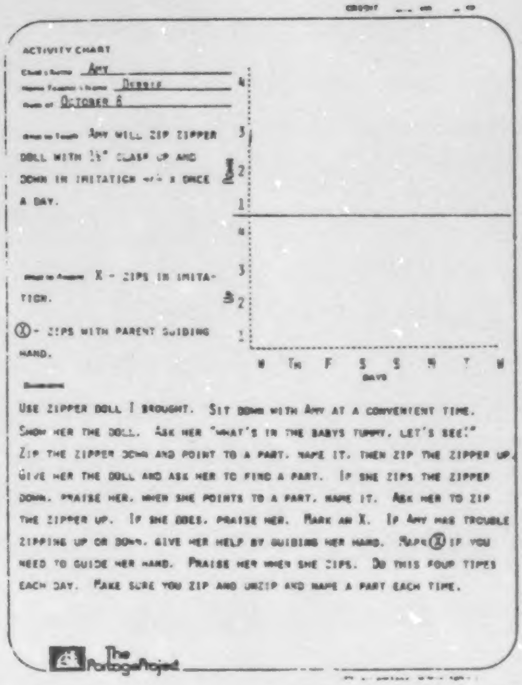
CHILD WILL ZIP ZIPPER ON COAT, WITH 1½" CLASP, WITH VERBAL CUE "HOLD THE BOTTOM AND PULL" 4/4 x ONCE A DAY.

CHILD WILL ZIP ZIPPER ON COAT, ON REQUEST 4/4 x ONCE A DAY.

TERMINAL BEHAVIOR: ZIPS AND UNZIPS LARGE ZIPPER WITHOUT WORKING CATCH SELF HELP #24.

3. Completing a task analysis (mentally) and choosing one step you feel the child can achieve success on in your usual teaching period.

4. Writing the selected step of the task analysis on the activity chart as a behavioral objective and planning your teaching consequences of reinforcement and correction.



ACTIVITY CHART

AMY

DEBBIE

OCTOBER 6

AMY WILL ZIP ZIPPER DOLL WITH 1½" CLASP UP AND DOWN IN IMITATION 4/4 X ONCE A DAY.

X - ZIPS IN IMITATION.

Ⓧ - ZIPS WITH PARENT GUIDING HAND.

4
3
2
1
4
3
2
1
W
TH
F
S
S
M
T
W
DAYS

USE ZIPPER DOLL I BROUGHT. SIT DOWN WITH AMY AT A CONVENIENT TIME. SHOW HER THE DOLL. ASK HER "WHAT'S IN THE BABYS TUMMY, LET'S SEE!" ZIP THE ZIPPER DOWN AND POINT TO A PART, NAME IT. THEN ZIP THE ZIPPER UP. GIVE HER THE DOLL AND ASK HER TO FIND A PART. IF SHE ZIPS THE ZIPPER DOWN, PRAISE HER. WHEN SHE POINTS TO A PART, NAME IT. ASK HER TO ZIP THE ZIPPER UP. IF SHE DOES, PRAISE HER. MARK AN X. IF AMY HAS TROUBLE ZIPPING UP OR DOWN, GIVE HER HELP BY GUIDING HER HAND. MARK Ⓧ IF YOU NEED TO GUIDE HER HAND. PRAISE HER WHEN SHE ZIPS. DO THIS FOUR TIMES EACH DAY. MAKE SURE YOU ZIP AND UNZIP AND NAME A PART EACH TIME.

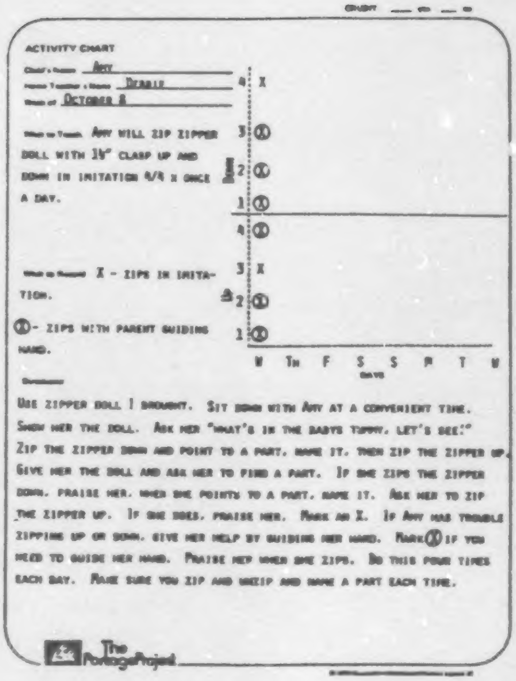
The Portage Project

RECORD

Prior to or at the beginning of the teaching period, present the pinpointed behavior as stated on the behavioral objective. Record the child's performance on the activity chart on the first day of the teaching period.

If the child does not know the task and it does not seem too difficult, proceed to the next step of consequating or teaching.

If the child knows the task, or if you feel it is too difficult, modify the objective and take baseline on the new pinpointed behavior. If the new pinpointed behavior is appropriate, modify the planned consequences and proceed to teach the behavior.



ACTIVITY CHART

AMY

DEBBIE

OCTOBER 8

AMY WILL ZIP ZIPPER DOLL WITH 1½" CLASP UP AND DOWN IN IMITATION 4/4 X ONCE A DAY.

X - ZIPS IN IMITATION.

Ⓧ - ZIPS WITH PARENT GUIDING HAND.

4 X
3 Ⓧ
2 Ⓧ
1 Ⓧ
4 Ⓧ
3 X
2 Ⓧ
1 Ⓧ
W
TH
F
S
S
M
T
W
DAYS

USE ZIPPER DOLL I BROUGHT. SIT DOWN WITH AMY AT A CONVENIENT TIME. SHOW HER THE DOLL. ASK HER "WHAT'S IN THE BABYS TUMMY, LET'S SEE!" ZIP THE ZIPPER DOWN AND POINT TO A PART, NAME IT. THEN ZIP THE ZIPPER UP. GIVE HER THE DOLL AND ASK HER TO FIND A PART. IF SHE ZIPS THE ZIPPER DOWN, PRAISE HER. WHEN SHE POINTS TO A PART, NAME IT. ASK HER TO ZIP THE ZIPPER UP. IF SHE DOES, PRAISE HER. MARK AN X. IF AMY HAS TROUBLE ZIPPING UP OR DOWN, GIVE HER HELP BY GUIDING HER HAND. MARK Ⓧ IF YOU NEED TO GUIDE HER HAND. PRAISE HER WHEN SHE ZIPS. DO THIS FOUR TIMES EACH DAY. MAKE SURE YOU ZIP AND UNZIP AND NAME A PART EACH TIME.

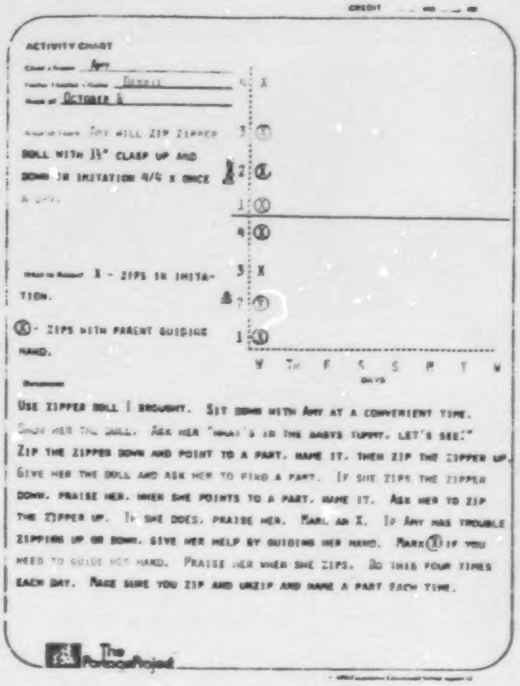
The Portage Project

CONSEQUATE

Present the activity as described in the directions of the activity chart. Be sure that the materials are appropriate and that reinforcement and correction procedures are implemented. The consequences should be implemented for the entire planned teaching period to allow sufficient time for learning.

The directions on the activity chart explain how the parent/teacher will implement teaching techniques to teach the pinpointed behavior. These should be clear and concise and include:

1. Place to work.
2. What materials to use.
3. Manner of presentation.
4. Reinforcement of correct response and how to record.
5. Correction procedure for incorrect response and how to record.
6. How often to practice.
7. Activity Variations.



ACTIVITY CHART

AMY

DENNIS

OCTOBER 6

AMY WILL ZIP ZIPPER DOLL WITH 1½" CLASP UP AND DOWN IN IMITATION 4/4 X ONCE A DAY.

X - ZIPS IN IMITATION.

Ⓧ - ZIPS WITH PARENT GUIDING HAND.

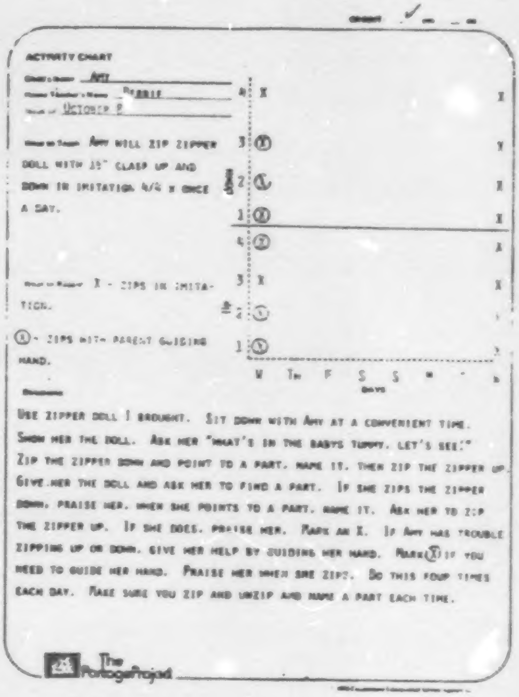
W TH F S S M T W

USE ZIPPER DOLL I BROUGHT. SIT DOWN WITH AMY AT A CONVENIENT TIME. SHOW HER THE DOLL. ASK HER "WHAT'S IN THE BABYS TUMMY. LET'S SEE:" ZIP THE ZIPPER DOWN AND POINT TO A PART. NAME IT. THEN ZIP THE ZIPPER UP. GIVE HER THE DOLL AND ASK HER TO FIND A PART. IF SHE ZIPS THE ZIPPER DOWN, PRAISE HER. WHEN SHE POINTS TO A PART, NAME IT. ASK HER TO ZIP THE ZIPPER UP. IF SHE DOES, PRAISE HER. MARK AN X. IF AMY HAS TROUBLE ZIPPING UP OR DOWN, GIVE HER HELP BY GUIDING HER HAND. MARK Ⓧ IF YOU NEED TO GUIDE HER HAND. PRAISE HER WHEN SHE ZIPS. DO THIS FOUR TIMES EACH DAY. MAKE SURE YOU ZIP AND UNZIP AND NAME A PART EACH TIME.

The Portage Project

RECORD

Record the child's performance on the last day of the designated teaching period. If the child can perform the objective, and has been able to perform the objective on two prior teaching sessions, give the child credit for the behavior and move to the next step in the task analysis. If the child has not learned the behavior, repeat the precision teaching process and TRY, TRY AGAIN!



✓

ACTIVITY CHART

AMY

DENNIS

OCTOBER 6

AMY WILL ZIP ZIPPER DOLL WITH 1½" CLASP UP AND DOWN IN IMITATION 4/4 X ONCE A DAY.

X - ZIPS IN IMITATION.

Ⓧ - ZIPS WITH PARENT GUIDING HAND.

W TH F S S M T W

USE ZIPPER DOLL I BROUGHT. SIT DOWN WITH AMY AT A CONVENIENT TIME. SHOW HER THE DOLL. ASK HER "WHAT'S IN THE BABYS TUMMY. LET'S SEE:" ZIP THE ZIPPER DOWN AND POINT TO A PART. NAME IT. THEN ZIP THE ZIPPER UP. GIVE HER THE DOLL AND ASK HER TO FIND A PART. IF SHE ZIPS THE ZIPPER DOWN, PRAISE HER. WHEN SHE POINTS TO A PART, NAME IT. ASK HER TO ZIP THE ZIPPER UP. IF SHE DOES, PRAISE HER. MARK AN X. IF AMY HAS TROUBLE ZIPPING UP OR DOWN, GIVE HER HELP BY GUIDING HER HAND. MARK Ⓧ IF YOU NEED TO GUIDE HER HAND. PRAISE HER WHEN SHE ZIPS. DO THIS FOUR TIMES EACH DAY. MAKE SURE YOU ZIP AND UNZIP AND NAME A PART EACH TIME.

The Portage Project

It is important to note that the use of Precision Teaching by parents and Home Visitor does not mean changing completely the Home Visitors style of teaching. Precision Teaching provides the Home Visitor with a tool to evaluate and select which pace, style, materials and curriculum are most appropriate for each child. Utilization of Precision Teaching provides the child with a custom-made curriculum programmed for success. Lindsley states "... in Precision Teaching we try to get the child doing more successful work by making curricular changes which involve the child in the learning process, rather than trying to jack up a dull curriculum with rewards for doing boring tasks".[2]

Footnotes

[1] Taylor, James R. "An Introduction to Precision Teaching with the Handicapped", The Slow Learning Child. July, 1970.

[2] Lindsley, Ogden R. "Precision Teaching in Perspective: An Interview with Ogden R. Lindsley", Teaching Exceptional Children. Spring, 1971.

Portage Project
Home Start Training Center

PLANNING INFORMAL ACTIVITIES

Is it really possible to plan 3 Structured Activities for each child each week and still have time to plan Informal Activities that are truly individualized for each home visit?

How do you teach parents to use their daily routines and household materials for teaching their children?

How do you get a child to sit still for Informal Activities after 30 minutes of doing Structured Activities?

What do you do with that younger sister who keeps getting in the way when you're trying to work with her older brother?

How do you do it all?!*?

In order to tackle these problems, let's start by reviewing what takes place during the second part of the home visit and the reasons why we do Informal Activities.

Informal Activities: What Are They?

Unlike the Structured Activities, which are one-to-one activities, Informal Home Visit Activities involve children, parents, and other family members in less structured group activities. Parents are encouraged to take the lead during Informal Activities as much as possible by helping to prepare materials and by directing the activity with their children. Children explore art, music and science related experiences using home-made materials, or during routine chores like going to the grocery store. You, as the home visitor, play an important role in choosing and designing activities to meet the needs of the parents and each individual child.

For example, an activity such as carving a jack-o-lantern may be chosen and planned by the home visitor to meet the specific skill development needs of both the parents and children in a particular family. Roasting the pumpkin seeds gives the parent a new recipe for a nutritious snack. A younger child can explore textures while helping carve the pumpkin and labels parts of the pumpkin as wet/dry and hard/soft. Reviewing the color orange and labelling the shapes ○ □ △ in the jack-o-lantern face are goals for an older child. Both children need to take turns as they participate in the pumpkin carving activity.

What is a skill?

Skills are the behaviors or abilities that are introduced, expanded or reinforced during an activity. The skills developed or reviewed during the pumpkin-carving activity include:

- using seeds and nuts as "natural" snacks (Parent)
- labelling textures wet/dry and hard/soft (Younger child)
- naming the color orange
- labelling shapes

  (Older child)
- taking turns in a cooperative activity (Both children)

When planning an informal activity, the first thing to do is pinpoint the skill development needs of each child. An updated checklist will tell you the skills that the child is currently working on as well as skills that need to be reviewed or checked for readiness. Also, consider parent and child needs in the component areas when choosing and planning informal activities.

What is an activity?

An activity, such as carving a jack-o-lantern is a way of providing first-hand experience designed to stimulate and strengthen skill acquisition. The home visitor needs to choose and adapt informal activities to meet the skill development needs of each family and of the individual members of each family. Too often activities are chosen because they fit the season, are good "time fillers" or because the materials are readily available.

Does this mean I need to plan 12 different activities each week? One for each of my families?

No, activities should be global enough to include many different skills. You might carve a jack-o-lantern in another home but the activity would provide an opportunity to practice many different skills. The child might draw a face with a marking pen, label facial features or talk about heavy/light. The pumpkin might be the focus of concept learning such as on/under, behind/in front of or the center of a nursery rhyme. Later, the home visitor might share a recipe for pumpkin bread with the parent.

Many activities offer enough skill flexibility that they can be used with a variety of children at different developmental levels.

INFORMAL ACTIVITIES: WHY DO WE DO THEM?

One of the main reasons for doing informal activities is to expand skill acquisition for both the child and the parent. We expand skill acquisition in several ways:

1) Maintenance of skills involves providing parents and children opportunities to practice mastered skills. For example, if a child learned to count five objects during structured activities several weeks ago, you might help the child maintain the skill by working on counting five blocks while playing with legos or five socks while folding laundry.

   If a parent on your caseload is attempting to use a positive correction procedure rather than providing negative feedback, you can help her maintain the newly acquired disciplinary strategy during informal activities. You may remind the parent verbally or through modeling the preferred method of correction. Also, a parent needs to receive praise and comments from you about the positive interactions they have with their child in order to maintain those positive parenting behaviors. The informal activity provides an opportunity to do this.

2) Generalization of skills refers to the application of skills to new situations, new materials or using skills in combination with other skills.

   Suppose you had previously taught the child size concepts (big and little) sometime ago and also to count five objects. A cooking activity might provide a terrific opportunity to work on generalizing both of those skills. You might have the child spread peanut butter on five big crackers and then put a slice of cheese on three little crackers. This one activity covers both skills, counting and size, as well as combining the skills.

Generalization of skills is extremely important for parents, too. Take the example of a parent who has been working on providing more positive reinforcers for the child during structured activites; and, as a result of a family nutrition need, was keeping a file of nutritious snack ideas and recipes. Both skills are generalized during a cooking activity that includes the child. The parent chooses the snack idea and directs the preparation which involves re-directing and reinforcing the child in a positive manner. Both skill needs, including providing positive reinforcement for the child and choosing and preparing nutritious snacks are combined and generalized during informal activities.

3) Exposure to new experiences and concepts expands each family's knowledge and use of resources and materials in the home and community. For exposure activities to be worthwhile they must be designed to extend each particular family's present experience.

For example, visiting an apple orchard to buy apples and making applesauce at home may be a first-time experience for a parent and child. The parent, in this example, has been exposed to a new idea for using fruit as a snack.

Visiting the orchard exposes the young child to a pre-science experience. The child sees how apples grow and are picked, learns to label the stem, seeds and skin and also observes how applesauce is made. You can probably also think of ways to expose the child to music and art during this informal activity. As a result, parents are exposed to a variety of ways to incorporate pre-academic experiences for their child into an activity in the home or community.

4) Readiness, or the child's ability to begin working on a new skill can be easily assessed during informal activities. Exposure experiences provide a great opportunity to check for readiness.

For example, during the trip to the apple orchard, you can easily assess the child's ability to match or name red, yellow and green apples, to hop on one foot or to answer "where" questions. Based on the child's performance, the child may be ready to work on any one of these skills. You could then write an activity chart for one or all of the skills as a structured activity for the next home visit.

Does it seem like an almost impossible task to individualize activities for both parents and children in each family each week and also keep the goals of maintenance, generalization, readiness and exposure in mind? Don't give up yet! A Component Calendar can ease the task of planning informal activities. The Component Calendar is a tool developed to utilize group resources and reduce planning time in preparing informal home visit activities. The Component Calendar is not meant to replace planning for each individual family, but it reduces time spent generating activity ideas and gathering materials. Component Calendars, developed by the home visiting staff, provide home visitors with activity ideas each month and help to make it possible to plan structured activities and informal activities for a truly individualized home visit.

PLANNING INFORMAL ACTIVITIES: THE COMPONENT CALENDAR

"There never seems to be enough time to plan informal activities for the twelve families on my caseload!"

"Where can I get the materials not found in the home that I need for informal activities?"

A Component Calendar can help reduce your planning time, while ensuring that each activity you present is appropriate for the child in terms of the developmental strengths and needs for each child.

What Is A Component Calendar?

A Component Calendar for each month of the Head Start service year contains a brief statement of five activity ideas and a list of the necessary materials for each activity. Each month's activities center around a particular theme related to the current season or holiday and incorporate the various Head Start Components.

How Is the Component Calendar Developed?

A major benefit of the Component Calendar is that it draws on the ideas and experiences of the entire staff. The old saying "two heads are better than one" applies to developing a Component Calendar. Depending on the size of the staff, the home visitors should work in teams, if possible, to come up with ideas for themes and activities. Each team may be working together on activities for more than one month. The activities for each month are discussed and reviewed by the entire home visit staff to ensure that there is no duplication of themes or activities.

Once the choice of activities and themes is complete, the home visitors collect or requisition the materials for all activities. These materials are stored at the Head Start center or office.

The process of developing the Component Calendars may take place over a period of 3-4 weeks during a portion of the weekly staff meetings held in the spring so that they are ready prior to the beginning of the Head Start service year.

SAMPLE COMPONENT CALENDAR

PORTAGE PROJECT HOME START TRAINING CENTER

COMPONENT CALENDAR

MONTH October THEME Halloween/Fire Safety

ACTIVITY	MATERIALS
#1 Raking leaves and discussing safety involved in burning leaves.	Rakes, leaves
Leaf collage	Paper, glue or tape
#2 Develop and practice a home fire drill.	Tagboard or paper Markers
#3 Trip to fire station. Obtain materials on making the home "fire-safe"	Transportation
#4 Make fire man's hats and do creative dramatics	Red construction paper Book "Fireman Bill"
#5 Carving jack-o-lanterns. Roasting pumpkin seeds.	Pumpkin, knife Cooking equipment: pan, oil, salt, spoon, bowl

Here is how the process of developing the Component Calendar works:

Week 1
Staff Meeting

1. Selection of themes and months by individuals or teams.
2. Each individual or team presents themes and the group approves them to ensure there are no duplicates.

Week 2
Staff Meeting

3. Each individual or team develops five activities for each month and lists the necessary materials.
   - -Activities should relate to the theme for the month;
   - -Activities are described in general, brief statements.

Week 3
Staff Meeting

4. Individuals or teams present the activities for each month. The group reviews and finalizes each component calendar using the following process:
   - a. Discussion concerning activities and materials.
   - b. Deletion of suggested activities and materials
   - c. Addition of suggested activities and materials
   - d. Closure: Component Calendars!

5. Each Component Calendar is typed and duplicated during the summer. The team or individual responsible for planning, collects or requisitions the materials for each month and makes them available to the group.

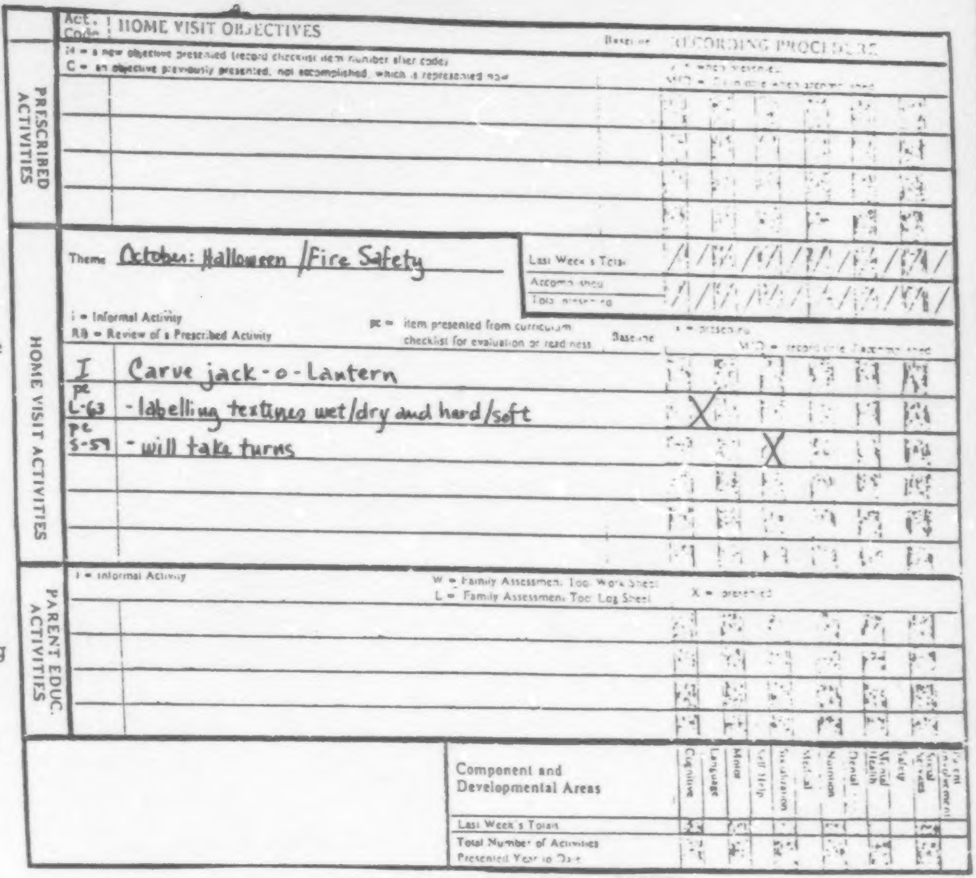
How Is the Component Calendar Used?

The Component Calendar reduces time spent generating activity ideas and gathering materials, but it is not meant to replace planning for each individual family. You may find that the activities listed for a particular month would be great for one family on your caseload, but that only two of the activities will work with another family. It is the responsibility of each home visitor to choose the activities that she will use with each family based on the needs of the individuals in each family.

As you are choosing an activity, it is important to consider the skills that the child has mastered, the skills she is currently working on and the skills that she will need to work on next. An activity is then chosen and adapted to meet the child's skill needs.

The same activity may be used with two different children, either in the same family or in different families, with emphasis on different skills. This is illustrated in the two sample home visit reports. Carving a jack-o-latern is a home visit activity used with two different children with emphasis on different skills. Alvin is learning to label textures while Theodore is reviewing the color orange and naming geometric shapes. Both children are working on taking turns in a cooperative activity.

Individualization is a necessary part of planning and implementing informal home visit activities. The Component Calendar is a useful tool to assist you in planning informal activities that are fun for children and parents and also meet individual skill development needs.



Act. Code | HOME VISIT OBJECTIVES | Baseline | RECORDING PROCEDURE

N = a new objective presented (record checklist item number after code)
C = an objective previously presented, not accomplished, which is represented now

PRESCRIBED ACTIVITIES

HOME VISIT ACTIVITIES

Theme October: Halloween /Fire Safety

Last Week's Total
Accomplished
Total presented

I = Informal Activity
RB = Review of a Prescribed Activity
pc = item presented from curriculum checklist for evaluation or readiness

I	Carve jack-o-Lantern	
pc L-63	- labelling textures wet/dry and hard/soft	X
pc S-57	- will take turns	X

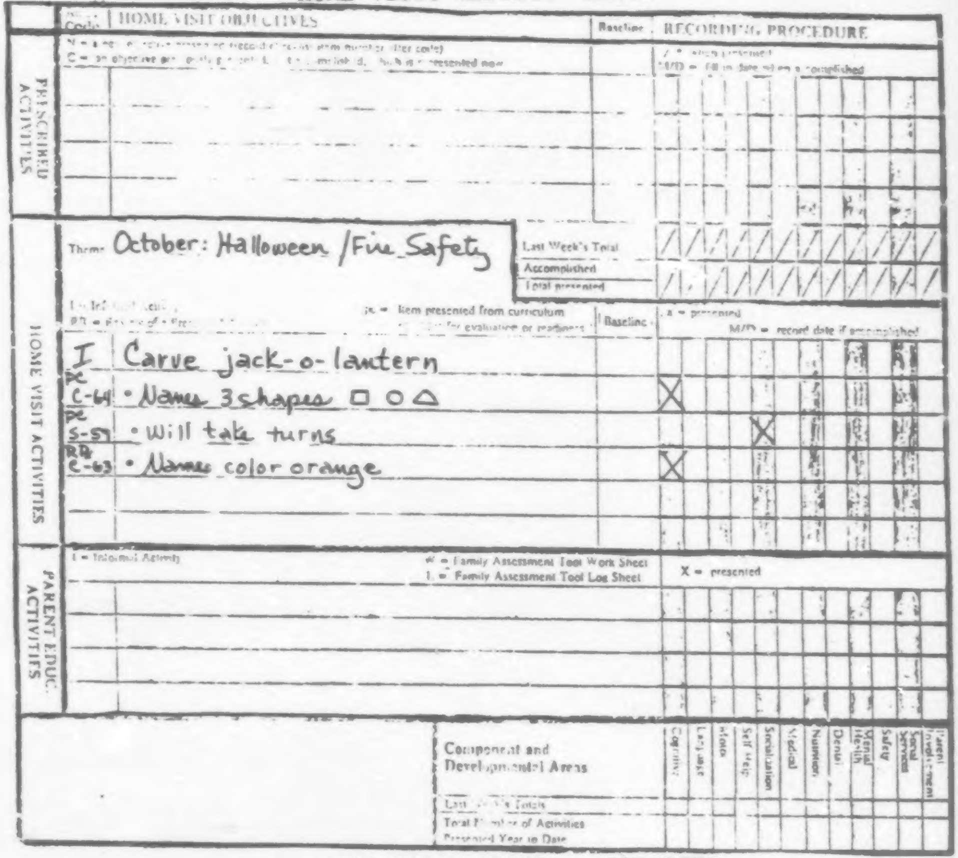
PARENT EDUC. ACTIVITIES

I = Informal Activity
W = Family Assessment Tool Work Sheet
L = Family Assessment Tool Log Sheet
X = presented

Component and Developmental Areas: Cognitive, Language, Motor, Self Help, Socialization, Medical, Nutrition, Dental, Mental Health, Safety, Social Services, Parent Involvement

Last Week's Totals
Total Number of Activities Presented Year to Date

HOME VISIT REPORT: ALVIN



Act. Code | HOME VISIT OBJECTIVES | Baseline | RECORDING PROCEDURE

N = a new objective presented (record checklist item number after code)
C = an objective previously presented, not accomplished, which is represented now

M/D = fill in date when accomplished

PRESCRIBED ACTIVITIES

HOME VISIT ACTIVITIES

Theme October: Halloween /Fire Safety

Last Week's Total
Accomplished
Total presented

pc = item presented from curriculum checklist for evaluation or readiness
X = presented
M/D = record date if accomplished

I	Carve jack-o-lantern	
pc C-64	• Names 3 shapes □ ○ △	X
pc S-57	• Will take turns	X
RB C-63	• Names color orange	X

PARENT EDUC. ACTIVITIES

I = Informal Activity
W = Family Assessment Tool Work Sheet
L = Family Assessment Tool Log Sheet
X = presented

Component and Developmental Areas: Cognitive, Language, Motor, Self Help, Socialization, Medical, Nutrition, Dental, Mental Health, Safety, Social Services, Parent Involvement

Last Week's Totals
Total Number of Activities Presented Year to Date

HOME VISIT REPORT: THEODORE

PORTAGE PROJECT

FAMILY ACTION PLAN

The Portage Project

BEST COPY AVAILABLE

INTRODUCTION TO THE FAMILY ACTION PLAN

Portage Project
Home Start Training Center

FAMILY ACTION PLAN

family ____________
date ____________
home visitor ____________

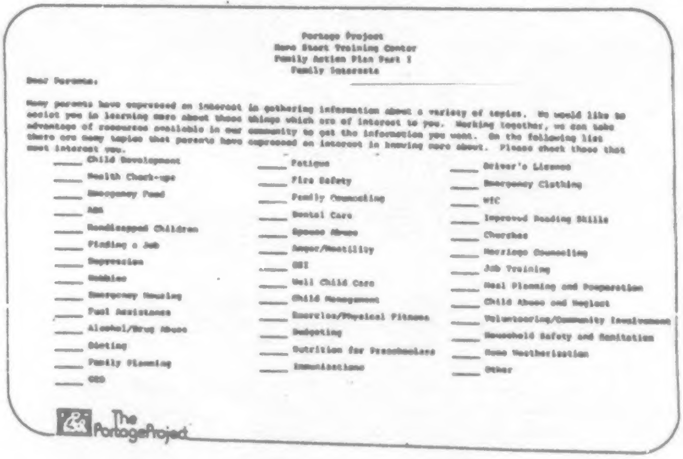
The PortageProject

The goal of Head Start is to deliver comprehensive services to the entire family in the areas of Social Services, Health, Education, and Parent Involvement. The FAMILY ACTION PLAN actively involves the family in this process. It places the emphasis on helping families identify their interests and needs, seek out and utilize resources, and finally, commit themselves to the process of learning and growth. While as home visitors, we are not trained to counsel or advise families regarding their problems, we are in a unique position to assist them when they share a family concern with us. Our assistance is limited to the following steps:

1. Identify interests/needs
2. Place the problems in priority order
3. Set an objective for immediate action
4. Develop a plan of action
5. Identify available family resources
6. Identify available community resources
7. Follow-up on progress

It is through this process of helping families become more independent that we can assist them in improving and upgrading their quality of life.

FAMILY ACTION PLAN PART 1: IDENTIFYING FAMILY INTERESTS/NEEDS



Portage Project
Home Start Training Center
Family Action Plan Part I
Family Interests

Dear Parents,

Many parents have expressed an interest in gathering information about a variety of topics. We would like to assist you in learning more about those things which are of interest to you. Working together, we can take advantage of resources available in our community to get the information you want. On the following list there are many topics that parents have expressed an interest in knowing more about. Please check those that most interest you.

____ Child Development
____ Health Check-ups
____ Emergency Food
____ ADC
____ Handicapped Children
____ Finding a Job
____ Depression
____ Hobbies
____ Emergency Housing
____ Fuel Assistance
____ Alcohol/Drug Abuse
____ Dieting
____ Family Planning
____ GED
____ Fatigue
____ Fire Safety
____ Family Counseling
____ Dental Care
____ Spouse Abuse
____ Anger/Hostility
____ SSI
____ Well Child Care
____ Child Management
____ Exercise/Physical Fitness
____ Budgeting
____ Nutrition for Preschoolers
____ Immunizations
____ Driver's License
____ Emergency Clothing
____ WIC
____ Improved Reading Skills
____ Churches
____ Marriage Counseling
____ Job Training
____ Meal Planning and Preparation
____ Child Abuse and Neglect
____ Volunteering/Community Involvement
____ Household Safety and Sanitation
____ Home Weatherization
____ Other

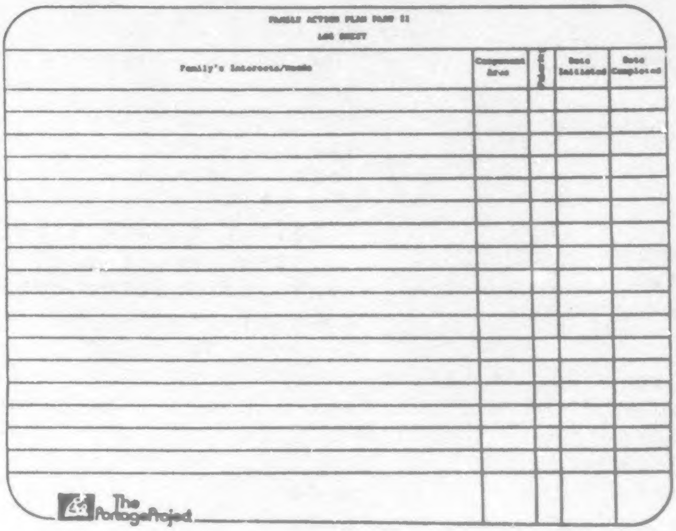
The PortageProject

Motivation to learn results from recognizing what one already knows and what one would like to know more about. The first task of the home visitor in the family assessment process is to help parents identify areas in which they would like more information. Family interests are pin-

BEST COPY AVAILABLE

pointed through the use of Part 1 of the FAMILY ACTION PLAN. This section is filled out by the parents within 90 days of their enrollment in the program. The information is then utilized by the home visitor as well as the parents in determining which areas to begin developing a strategy for learnings.

FAMILY ACTION PLAN PART II: LOG SHEET



FAMILY ACTION PLAN PART II

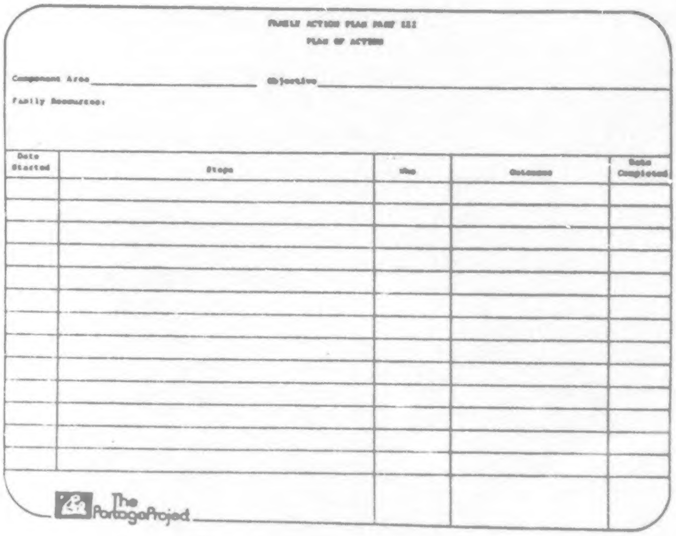
LOG SHEET

Family's Interests/Needs	Component Area		Date Initiated	Date Completed

The Portage Project

Once the family interests/needs are determined, they are transfered to the Log Sheet where the parents prioritize them according to the interest in which they prefer to begin their work. It is important to remember that the priorities are those which the parents choose. At times it will help to lead the parents to select the interests/needs in which immediate results of their efforts will be seen. If the parent has selected many interests, transfer just 2 or 3 items to the Log Sheet which will be worked on first. As these interests are satisfied, others can be added to the Log Sheet.

FAMILY ACTION PLAN PART III: DEVELOP A PLAN OF ACTION



FAMILY ACTION PLAN PART III

PLAN OF ACTION

Component Area ____________ Objective ____________

Family Resources:

Date Started	Steps	Who	Outcomes	Date Completed

The Portage Project

The Plan of Action is used to formulate objectives for what will be learned and strategies for learning it. The home visitor and the parents share the responsibility for designing, carrying out and evaluating the learning plan and progress. Together with the parents, the home visitor translates the first priority into an objective. Next, break down the objective into small, easily attainable steps. The number of steps needed to achieve an objective will vary from few to many depending on the individual family. State who will be responsible for carrying out each step, and specify the steps that will be accomplished during the upcoming week. Note the date that these steps were begun. Assist the parent in identifying the resources that are available within the family that will help in accomplishing the step. If it appears that the parents will need the help of an outside community agency in accomplishing the step, help them identify the most appropriate agency, and list the pertinent information on the back of the Plan of Action sheet.

Before leaving the home, the home visitor should be certain that the parent has all of the information he/she will need to work on the step, and that he/she is comfortable and prepared to tackle the task.

The following week, the home visitor will discuss the parent's progress. Were the steps accomplished? If so, she will discuss the outcomes with the parent. Was the information or assistance that he/she received helpful? What would be the next appropriate step to work on? If the step was not accmplished, or if the outcomes were not helpful, she will determine why and make the appropriate changes in the Plan of Action, and select new steps for the week.

Remember, our goal is to develop family independence. The action taken in this development is rooted in the parents, guided by the home visitor and manifested in the betterment of the family.

PORTAGE PROJECT

FOUNDATIONS FOR PARENT TRAINING

The Portage Project

HOME VISITING: A PARENT FOCUSED APPROACH

As a home visitor, do you view yourself as a teacher of children or adults? Most often, home visitors think of themselves as teachers of children. As a matter of fact, most people think of Head Start as a program for children. But individuals who have been with Head Start for awhile recognize the program as one that is intended to reach the entire family.

There are several approaches to home visiting that a home visitor can take: a child focused approach, a passive-parent approach, and a parent focused approach. It is worthwhile to explore each of these approaches, however the third, or parent focused approach is preferred. This approach emphasizes that the role of the home visitor is to help the parent realize his/her potential as the child's primary teacher.

It is easy to forget that home visitors are essentially ADULT EDUCATORS. After all, most home visitors have experience working with children, and perhaps have even worked in a classroom. In the home-based program, the home visitor must initially assess the child's development, and plan activities for the child. Therefore, many home visitors tend to focus their visits on the child, and often the parent takes on the role of passive observer.

Think for a moment of the effect of the child-focused approach. The responsibility for planning, evaluating and teaching falls on the home visitor. The parent becomes an aide to the home visitor, who carries out the instructions given her by the teacher. Thus, the parent doesn't acquire any of the teaching skills that would help her teach her child spontaneously when the home visitor isn't around.

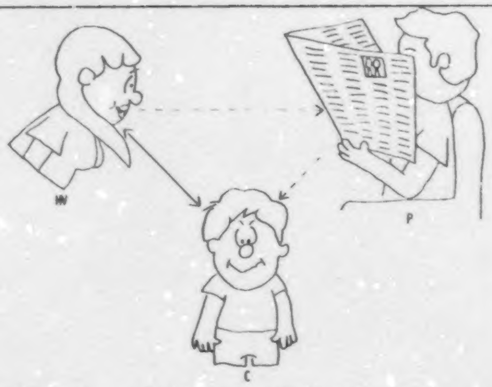


Figure 1. Child-Focused Approach

Let's take a look at a schematic representation of what a child-focused approach might look like (Figure 1.). This diagram shows the relationship between the home visitor (HV), the parent (P), and the child (C). The solid line that connects the HV with the C indicates that the HV works directly with the C. The broken lines indicate secondary contact, or unplanned contacts, that may or may not occur. This means that any work between the HV and P, and P and C, is not planned to occur and therefore may not serve to meet an intended objective of the home visitor's. This kind of teaching results in having the child work better for the HV than for his or her own P. It also means that the parent is not empowered to work with his/her own child using techniques that the HV could pass on to him/her.

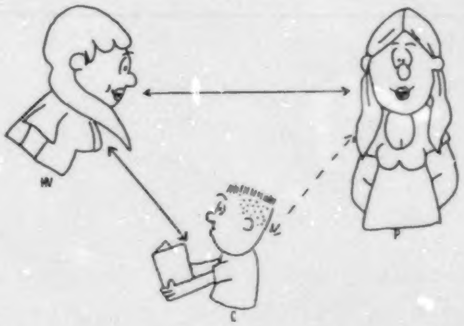


Figure 2. Passive-Parent Approach

Many home-based programs take the passive-parent approach to home visiting. This variation recognizes the importance of attending to the parent, and of providing him/her with information and instruction. The home visitor therefore works directly not only with the child, but with the parent as well. Figure 2. represents this approach. The limitation of this model is that the parent is not given opportunities to implement the home visitor's recommendations during the home visit, and the home visitor has no way of knowing whether or not the message has come across clearly to the parent. Also, the information presented to the parent may not be individualized to the family's unique circumstances .

That the parent does not learn new teaching skills through a passive parent approach is perhaps the most negative effect of this type of home teaching. It means that the child is actually taught only when the home visitor is making his/her weekly visit. In other words, the child's learning can be limited to just an hour and a half a week! Even if the parent works daily on activities left by the home visitor, she is merely carrying out his/her specific instructions. The parent is not learning how to teach new skills to his/her child in the normal course of the day. It is easy to see how limited the effects of a program with child focused home visits would be.

SO THEN, WHAT ABOUT A PARENT FOCUSED APPROACHED?

Over the past 15 years, much research has been conducted that demonstrates the importance of involving parents in their child's educational program. Findings in research indicate that the parent must be given instruction on how to best teach their own child, if the child is to learn new skills, and if the child is to maintain those skills for a long time. ("Is Early Intervention Effective?" by Dr. Urie Bronfenbrenner.)

With this in mind, let's consider a third approach to home visiting: a parent focused approach. Figure 3. represents the role of each person involved in the visit when the parent focused approach is utilized. Home-based programs that rely on this model have greater success passing new teaching and interactional skills and information on to the parents. The emphasis of the visit is reaching the child THROUGH the parent. While the HV works with the C for demonstration purposes, the thrust of the visit is providing information to the parent on what to teach and how to teach it. Ultimately, the parent would be able to do this on his/her own. The parent's practicing and feedback from the HV regarding the practice session enhances the probability that the parent will successfully teach her child during the week without the help of the home visitor.

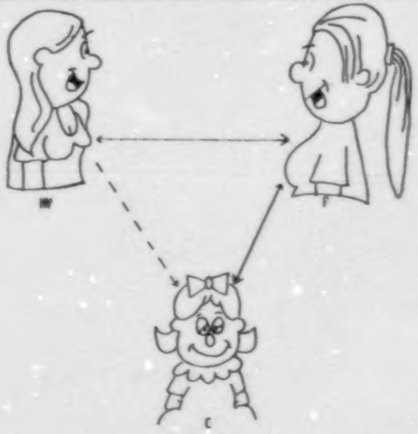


Figure 3. Parent-Focused Approach

Additionally, as the parent becomes more skillfull with the new techniques she/he has learned, the HV can begin to help the parent generalize the use of these techniques to teaching novel skills to the child without any aid of the HV. An added benefit is that the parent is able to use the newly acquired teaching skills with her other children, thus broadening the effects of the program.

The responsibility for planning and instruction gradually passes from the HV to the P when this model is employed. The transfer of this responsibility can be made on the individual ability of the parent. A positive and rewarding rapport is established between the HV and the parent. The role of the home visitor as adult educator is actualized and, more importantly, the role of the parent as primary educator of his/her own children is realized!

* * * * * * * * * * *

Are YOUR home visits parent focused?

* Do you involve the parents in the assessment of the child? Yes No
* Do you provide the parent with a copy of the Checklist for their own use? Yes No
* When you arrive for the weekly home visit, do you direct your attention and greeting on the parent? Yes No
* Do you set up your teaching environment so the parent is the focus:
    - -do you make sure that the child is sitting beside the parent? Yes No
    - -does the parent demonstrate EACH prescribed activity? Yes No
    - -do you review each activity with the parent before presenting it? Yes No
    - -do you identify and reinforce the parent's teaching strengths? Yes No
    - -when the parent has difficulty, do you intervene with the parent rather than the child? Yes No
    - -do you let the parent be the primary reinforcing agent? Yes No
    - -do you pass the activity to the parent before the child tires of it? Yes No
    - -do you give the parent an opportunity to record on the activity chart during his/her demonstration? Yes No
* During the home visit activities do you focus on the parent by:
    - -giving the parent the lead, when appropriate? Yes No
    - -explaining the activity to the parent before beginning? Yes No
    - -incorporating the parent's ideas into the activity? Yes No
    - -letting the parent present new and exciting experiences? Yes No

* Do you individualize parent education activities for each parent? Yes No
* Do you accept the parent's values? Yes No
* Do you involve the parent in curriculum planning for the next home visit? Yes No

If you answered all of the questions above "Yes", then you deserve a hardy pat on the back. Keep up the good work!

ADULT EDUCATION: FOCUS FROM TEACHING TO LEARNING

The concept of adult education is not new to Head Start nor to recent history, but actually dates as far back as ancient times. Over the last few decades it has been looked upon with new eyes and is now recognized as a growing concern and need in our society. Just after World War II, studies were done in order to discover characteristics of adult learners. These studies have shown not only that major learning continues throughout adulthood, but also that the manner in which adults learn does indeed vary from that of children.

Adult Education Defined

Some may say that adult education is simply teaching adults... is it really? Let's take a closer look. The work "pedagogy" is most often used when defining teaching. It literally means "the art and science of teaching children." Pedagogy implies a transmittal of knowledge, that is, a teacher teaching something to a learner. Traditionally in our work with children, we the teachers, have taken the responsibility for planning what to teach, how to teach it, and when to teach it. Over the past years this process has proven to be insufficient when those being taught were adults. As a result, the term "andragogy" was coined. It means "the art and science of helping adults".

Androgogy shifts the emphasis from teaching and places it on learning HOW to learn. The learner decides what he wants to learn, how to go about learning it and when he will learn it. This is called self-directed learning. Our role as educators changes from a transmitter of knowledge to that of a facilitator, a guide and a support.

PORTAGE PROJECT - HOME START TRAINING CENTER

ASSUMPTIONS, CONCLUSIONS, APPLICATIONS OF ADULT LEARNING

ASSUMPTIONS	CONCLUSIONS	APPLICATIONS
1. Adults enter a learning activity with an image of themselves as self-directing, responsible grown-ups, not as immature, dependent learners.	Adults resist situations in which they are not treated with respect.	If adults help to identify their needs, plan, conduct and evaluate their own learning experiences, they will learn more than if they are passive recipients.
2. Adults enter a learning activity with more experience than younger individuals.	Adults have more to contribute to the learning activity and have a broader basis of experience to relate to new learning.	Methods which build on and make use of the experience of learners will produce the greatest learning.
3. Adults enter a learning activity with more intention to apply learning to life problems than do those who are younger.	Adults prefer practical results from learning.	Learning experiences focused on life problems are perceived by adults as being more relevant than those organized around subject topics.
4. An adult's "readiness" to learn is based on their role in society (e.g., parent, spouse, worker)	The content of what an adult learns and the most "teachable moments" are determined by an adult's needs and interests. Adult needs and interests change along with the change in their social roles.	Determine adult needs and interests and then develop content for learning. Schedule what is learned according to when it is most needed.
5. Adults learn although the speed of learning changes as adulthood progresses; conceptual learning changes as adulthood progresses.	Adults decline physically, may decline in auditory and visual acuity; increase ease of conceptual learning, depth and speed of applying "principles" of subject to problem-solving.	Pay attention to such things as time allotted for solving problems, lower energy level, visual acuity, speed, reaction.

The PortageProject

ASSUMPTIONS	CONCLUSIONS	APPLICATIONS
6. Adults enter learning situations with concern for their status in new group; fear of failure. There are specific conditions which are conducive to adult learning.	Adults will strive to their best when they enter into a situation in which they feel physically comfortable and free from psychological threat.	Learning climate should provide for mutual respect, support, friendliness, cooperation, trust and responsibility. Physical climate allows for ease in learning.
7. Adult learning is an internal process and is motivated through curiosity and internal incentives.	Adults learn to the degree that they feel the need to learn and that they perceive a personal goal.	Provide opportunities for adults to recognize their needs and interests. Encourage them to set goals and structure a plan for achievement of goals.

Sources: 1. Gordon L. Lippit. "Conditions for Adult Learning", Training and Development Journal (June 1969), 2.

2. Wayne Schrceder, "Characteristics of Adult Learners", Speech, Conference to Train State Library Agency Personnel for CE, Baton Rouge, March 1976.

3. Malcom Knowles, The Modern Practice of Adult Education 1980.

Adult Learning Strategies

One of the most misunderstood aspects of the home-based program is that home visitors are adult educators rather than just teachers of young children. While it is essential that the home visitor be a knowledgeable and competent teacher that can work effectively with children, she must also be able to educate the child's parent(s).

After all, one and one half hours of contact with the child per week is hardly sufficient to produce any long-term results with that child. The home visitor has a unique opportunity to educate the parent in teaching and parenting techniques, so that positive long lasting program effects for the child and family will be guaranteed.

Adult learning sometimes is similar to the way a child learns, and a home visitor can partly rely on her knowledge and training with children to make adult education meaningful and productive. There are, however, differences that exist between the ways that adults and children learn. An awareness of the ways that adults learn best can be very helpful as she works to pass important information and skills on to the parents she works with.

Ways Adults Learn Best:

1. Adults learn best when they are comfortable. Working in the home helps the home visitor be sure that this aspect of adult learning is taken care of. There are ways to ensure even more comfort for the parent:
    -be sure that the child(ren) is (are) occupied while you are teaching the parent. It is nearly impossible for the parent to attend to your discussion when there is a child climbing all over her.
    -let the parent choose where your discussion will take place. Don't assume that the parent is most comfortable at the place you normally work with the child.
    -encourage the parent to do those things that make her most comfortable. For example, a parent might be more at ease with a cup of coffee in hand. Ask the parent if you can have a cup, and share your information while you both enjoy the coffee.

2. Adults learn best when they feel that their abilities are recognized.
   Hopefully parents will benefit from the information

that will be shared with them. After all, there are always new things we can all learn. Nonetheless, the parent no doubt already has many valuable skills that may or may not directly relate to the information that is to be presented. Parents have a wealth of life experiences. The home visitor will be more effective getting the information to the parent if she refers to the parent's strength that she has observed. This will tell the parent that he/she is recognized as a viable adult, and that the purpose of the activity is to share information, rather than just to instruct.

3. Adults learn better when their needs, questions and concerns are attended to. Frequently, home visitors provide parent education activities to the parent without individualizing it for each specific parent. Encourage the parent to ask questions or share their ideas on the information you present. Then, don't just answer their question, but incorporate their comment into the rest of the discussion.

4. Adults learn best when they have trust and confidence in their instructor. There is no better argument for being prepared in the home. This does not mean however, that you should try to convince the parent that you are an expert on all subjects, nor able to answer any question asked. Rather, confidence and trust are based more on honesty and frankness. When unable to adequately address a question or concern that a parent may have, it is wise to be honest, and promise to look further into the matter.

5. Adults learn best when information presented to them is exemplified in ways that fit into their frame of reference. The home visitor that presents general information to a parent does well to discuss the information suggesting to him/her ways that information pertains to his/her particular situation. This is frequently best accomplished by encouraging the parent to suggest ways that the information can be adapted and utilized in his/her home. Whenever possible, specifically demonstrate the application of the information for the parent. This helps make the learning meaningful.

6. Adults learn best when they are active participants. Make the sharing of information fun and interesting. Encourage the parent to share their

knowledge on the subject too. Chances are, the parent has some insights that can enrich your understanding of the information.

7. Adults learn best when they can discover for themselves. The purpose of the parent education activities is to broaden the parent's knowledge base through sharing. So share the information with them, without being overly "instructive".

8. Adults learn best when all of their senses are activated. All of us tire quickly of lectures and incessant talking on one person's part. So support your activities with materials. Provide an informative handout that you can discuss. Make a nutritious snack, rather than just talking about how good it is. Share a recipe, etc.

9. Finally, adults learn best with people they admire and who show respect for them. We are priviledged guests in the homes in which we work. We must never forget this, nor abuse our welcome.

SETTING THE LEARNING CLIMATE

Characteristics of a comfortable psychological environment:

1. Mutual Respect

   Based on: a. Belief that each person's experiences are potential resources for learning.

   b. Value in the differences among people as sources for enrichment.

   Manifested by: a. Listening to one another.

2. Supportive and Caring

   Manifested by: a. Feeling safe and non-threatened.

   b. Expressing self openly.

   c. Revealing true feelings.

3. Warm and Friendly

   Manifested by: a. Feeling not only respected but also liked.

   b. Responding to one another with names.

4. Cooperative Rather Than Competitive

   Manifested by: a. Sharing what they know and can do instead of holding back in fear of looking "bad".

5. Mutual Trust and Responsibility

   Manifested when: a. Resource persons (home visitors, hosts, parents) are seen as human being and not authority figures.

   b. Decisions are made by learner or participant.

   c. Learner (home visitor or parent) is not afraid to take initiative.

6. Emphasis is on Learning, Not on Teaching

   Manifested when: a. Focus is on what is happening to the learners, not the home visitor.

MODELS OF PARENT TRAINING

Parent training can be approached in a variety of ways with content, format and philosophy varying greatly. However, there are enough common elements to categorize them into four basic models.

Didactic - The didactic model is characterized by predetermined content which is presented in a lockstep manner. The training is mainly done by large group lectures with supplementary films and readings - similar to many high school and college courses.

Some weaknesses of this model are the lack of individualization and the stress on knowledge rather than on changes in behavior.

Didactic - Indirect - This model stresses acquisition of a solid knowledge base of parenting skills. Like the Didactic model, it is a group method, but here each group member selects behaviors to change and comes up with a program to implement. The participants act as resources for one another, offering practical suggestions and mutual support. Many training workshops take this approach.

Problems which may be encountered are: the acquired knowledge may be used inappropriately or counter productively; there is no opportunity for practice, modeling or feedback; and the learning occurs outside of the environment in which it will be used.

Analogue - Analogue intervention takes place in an environment that simulates the natural environment. This is usually a behavioral approach with a baseline being taken on the learner's performance and goals chosen and implemented with an observer-teacher providing on the spot modeling, prompting, corrective feedback, and reinforcement. Learning proceeds at the rate determined by the individual. Astronaut training and Driver's Education classes are two examples of this model.

The major weakness of this approach is the problem of transfer of learning. The learner must come to an arranged environment and attempt to act normally. The learner must be motivated enough to come to the training setting and be comfortable "acting" in front of others.

Direct - Direct training is done in the learner's home environment and because of this, generalization and maintenance can be maximized. The training is completely individualized because it is done on a one-to-one basis, with the learner's previous knowledge and experience, style and rate of learning, and priorities forming the basis of the program. There is opportunity for realistic modeling, practice, feedback and observation. The observable changes in behavior are rewarding to both instructor and learner. This model is very suitable to the less-motivated, less educated and the socially inadept learner because it is usually done in their own home with their unique needs taken into account.

HOME VISITOR

INFORMATION

The PortageProject

Portage Project

DO'S & DON'TS OF HOME TEACHING

1. Do be a good listener.
2. Do be task oriented - socialize at the end of the visit.
3. Do be flexible - the home is different than the classroom - be prepared to deal with changing environments.
4. Do be prompt - call when you must change your schedule or if you will be late.
5. Do encourage parental independence in seeking help.
6. Do involve parents in planning activities.
7. Do provide rationale for each activity you teach.
8. Do keep language appropriate.
9. Do dress appropriately and comfortably.
10. Do individualize for parent - number of activity charts, wording, time of home visit, number of times to practice activity each day, type of activities, and reinforcement.
11. Do encourage special place for materials.
12. Do model teaching of activities - have parents model.
13. Do be positive.
14. Do bring something for other siblings and involve them and other members of the family in the visit when possible.
15. Do be confidential.
16. Do limit the amount of materials you bring into the home.
17. Do reinforce parents.
18. Do be yourself.
19. Do respect cultural and ethnic values - remember you are a guest in the home.
20. Do monitor your own behavior - parents will be observing you.

21. Do involve parent in all parts of the visit

22. Do encourage a quiet learning environment

23. Do start small - activities Mom wants to work on, reinforce parent, insure success the first week, make recording easy, make a phone call the first week to see how things are going, leave one activity the first week

Don't

1. Don't impose values
2. Don't come without notification or bring visitors without permission
3. Don't socialize first
4. Don't exclude other members of the family
5. Don't give out family information
6. Don't babysit
7. Don't mention last name in public
8. Don't be the center of attention yourself
9. Don't expect perfection from parents - take it easy
10. Don't ask parent to do something you wouldn't do

HINTS FOR HOME VISITORS

- Build up you caseload slowly.

- Maximum caseload of twelve home visits per week based on a 40 hour work week.

- Schedule no more than four visits per day - three visits is best.

- Stay a week ahead in activity writing.

- Spend a little time after each visit to write down ideas on next week's Home Visit Report - while your ideas are still fresh.

- Keep a notebook with a section for each child/family - note for yourself:

    - observations
    - planned activity charts
    - referrals
    - problems to address at staff meeting

- Always leave your schedule with your supervisor or program secretary. Include phone numbers when available.

- Have parents sign all forms in ink.

- Attend and participate in weekly staff meetings - this will prove to be one of your greatest resource and support systems.

- Encourage parents to establish a "special place" for materials in the home.

- Keep three folders for each child:

Working Folder for home visitor	Reporting Folder for supervisor	Confidential Folder
- checklist - address and phone no. - blank activity charts - blank home visit reports - planned home visit report - planned activity charts - example of child's work - Family Action Plan	- completed home visit reports - completed activity charts	- test forms - enrollment - permission slips - release forms - parent/teacher agreement - nutrition assessment - referral forms - social service forms - medical forms

ITEMS COMMONLY FOUND AROUND THE HOUSE
THAT COULD BE USED AS EDUCATIONAL DEVICES

1. Clothespins and loaf pan (patterning, number concepts, fine finger coordination)
2. Pots, pans, and fitted lids (sequencing, matching, What's Missing? big and little, prepositions, sounds)
3. Sets of measuring spoons or cups (matching, nesting, stacking)
4. Cans - various sizes (nesting, building, sorting)
5. Cans - lids removed (rolling, pushing, nesting)
6. Aluminum pie tins (sorting, matching)
7. Plastic bottles (rattles, sizes) and caps (color sorting in TV dinner trays)
8. Metal percolator parts (complex pattern)
9. Empty milk cartons (sorting, stacking) (½ gallon, top cut off for building blocks) cut in half use as sorting, classes
10. Mirror (self-image, self-concept, hide and seek)
11. Oatmeal boxes (prepositions, matching, sorting)
12. Jar lids (various sizes)
13. Muffin tins, egg cartons, small plastic containers (for sorting textures)
14. Beans of all kinds (sorting after 2½ or age when child does not put everything in mouth)
15. Safety pins, nails and screws of different sizes (matching, sorting texture)
16. Buttons (size, color, sorting, matching textures)
17. Magazine pictures covering different areas of learning (classification, identification, labeling of animals, furniture, fruits)
18. Silverware (sorting, matching, patterning) wooden spoon, metal spoon (difference in sounds, sharp and blunt)
19. All items (one-to-one counting)
20. Use of clothing of all sorts (self-help skills, matching clothing to body parts, color matching)

21. Use of plastic, unbreakable items such as dishes (all concepts)

22. Cookie cutters and outlines (puzzles and lotto games)

23. Large newspaper on wall (outline of child's silhouette with black felt marker)

24. Foods (shapes, sizes, colors, textures, tastes)

25. Furniture, kitchen equipment, food, boxes, containers (prepositions, colors, textures)

26. Magazine pictures of situations for discussion about attitudes and feelings (how many, where are they going, what happened)

27. Sequence cartoons in newspaper

28. Bars of soap, cereal boxes, cans, jello boxes, pocket and regular size combs (opposite concepts)

29. Pinch clothespin, round clothespin, scissors, knives, plastic fork and spoon, pen-pencil, watch-clock, glass-cup, mitten-glove, ruler-tape measure (similarities-differences in uses)

30. Clothing, dishes (differences such as shirt-long, short, sleeveless; shoes-high, low, laces, buckled; pants-long, short)

31. Puzzles made from magazine pictures (glued on cardboard or backed with clear plastic, self-adhesive paper, cut out by teacher, can be outlined on another cardboard for easy matching)

32. Many things in the home have something special in common (color, make noise, similar shape, texture, hot-cold, liquid-solid-powder)

33. Clothes for fine motor coordination (buttons, buttonholes, zippers, snaps, laces)

34. Pictures of furniture and appliances (match item to location in home, find geometric shapes in picture and real items: circle-phone dial, doorknob, clock; square-table, windows; rectangle-door, refrigerator)

35. Spools, thread (stringing, sorting, stacking, matching)

36. Hardware items, small pipe fitting (matching, sorting, fine motor coordination)

37. Scraps of material (textures, cutting, pasting, elasticity)

38. Empty boxes - pictures on outside

    a. small (nesting, building, prepositions)
    b. ones with tops (for hiding items or mailbox game, guessing)

Copyright Merle B. Karnes, February, 1971

INFORMAL STAFFING PROCEDURES

Home Visitors are likely to encounter many unique and sometimes challenging situations as they carry out their responsibilities. The nature of their jobs requires them to work in a variety of environments, to work with adults as well as children and to face problems that may arise without immediate assistance. They must therefore be flexible and resourceful in order to effectively do their jobs. They must also provide support to one another in seeking possible solutions.

The informal staffing procedures is a systematic process for problem solving and provides the opportunity for home visitors to use each other as resources and to gather and share possible solutions to problems faced in a home-based situation.

The Informal Staffing Log sheet is used to identify and record problems and suggested solutions.

The process involves a weekly period of time where all home visitors, the home visitor supervisor and component coordinator, as appropriate, should be present. The home visitor briefly and specifically describes any problems she/he is having. One sheet is used for each problem.

Each problem is then dealt with separately. The home visitor states the situation and tells what she/he has already done in an attempt to solve it.

All staff members brainstorm possible solutions. All alternatives are written down. This is not a time to evaluate the feasibility of each one.

The home visitor then must pick one solution that she/he will implement. This is the key to the informal staffing procedure. Some positive action must be taken as a result of the discussion. She/he must report the results within one or two weeks. If the problem is not solved, there are two possibilities:

1. Review the discussion and select another idea to try.
2. Take an observer on the next home visit. This could be another home visitor, handicap coordinator, a supervisor, or other resource person. Obtain parental permission before having another person visit. This person may be able to offer other solutions after viewing the home visit.

INFORMAL STAFFING PROCEDURE

1. STAFF MEETS WEEKLY.
2. ALL HOME VISITORS, THE HOME VISITOR SUPERVISOR AND COMPONENT COORDINATORS AS APPROPRIATE SHOULD BE PRESENT.
3. EACH HOME VISITOR TRANSCRIBES A BRIEF DESCRIPTION OF PROBLEMS ENCOUNTERED ON THE INFORMAL STAFFING LOG - ONE LOG PER SITUATION.
4. THE HOME VISITOR STATES THE SITUATION AND WHAT HAS BEEN DONE IN AN ATTEMPT TO SOLVE IT.
5. ALL STAFF MEMBERS BRAINSTORM POSSIBLE SOLUTIONS. EACH ALTERNATIVE IS RECORDED.
6. THE HOME VISITOR SELECTS AT LEAST ONE SOLUTION TO IMPLEMENT.
7. RESULTS ARE REPORTED WITHIN TWO WEEKS. IF A SOLUTION HAS NOT BEEN REACHED . . .
    A. SELECT ANOTHER ALTERNATIVE TO IMPLEMENT
    B. TAKE AN OBSERVER ON THE NEXT HOME VISIT TO OFFER SUGGESTIONS
8. LOGS ARE RETAINED FOR FUTURE REFERENCE.

Taken from "Serving Handicapped Children in Home-Based Head Start - Training Guide"

PORTAGE PROJECT INFORMAL STAFFING LOG

Staff in Attendance Anne, Andrea
Arlene and Alfred

Recorder Alfred
Date 10/29/81

DATE	HOME VISITOR	FAMILY	PROBLEM	ALTERNATIVE SOLUTIONS *CHOSEN ONE	FOLLOW-UP
10/29	Andrea	Smith	Always has TV on; aunt, older child and he watch during the visit.	*Try to change time of home visit according to family's TV viewing schedule. Explain that TV is distracting to child and child will be able to concentrate better if attention isn't wandering. Explain that TV is distracting to you. You have fun things planned that you don't want interrupted. *Try to get aunt and older child involved in visit. Ask to work in another room. Plan activities that are better done in room other than one which TV is in. Ask child to turn off TV.	

EARLY CHILDHOOD PROGRESS REPORT

The Early Childhood Progress Report is a summary of the child's strengths and needs. This is prepared at the end of the school year with the parent. You must have a signed release of information statement from the parent before the Early Childhood Progress Report can be sent to the child's next teacher or anyone else.

How to fill out the Early Childhood Progress Report.

I. Progress Report - list 3 to 5 of the most recently acquired skills from the Portage Checklist from each developmental area. This would be obtained by listing latest dated items in the Date Achieved column.

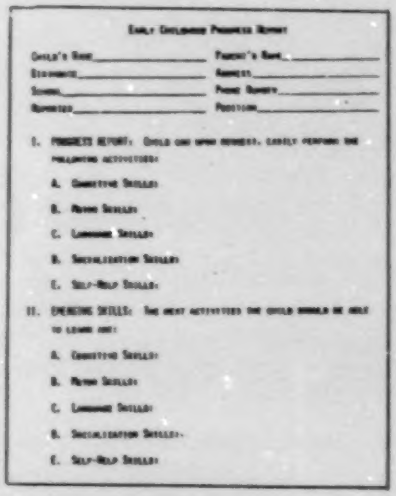
II. Emerging Skills - list 3 to 5 skills that the child has part of or that are currently being worked on.

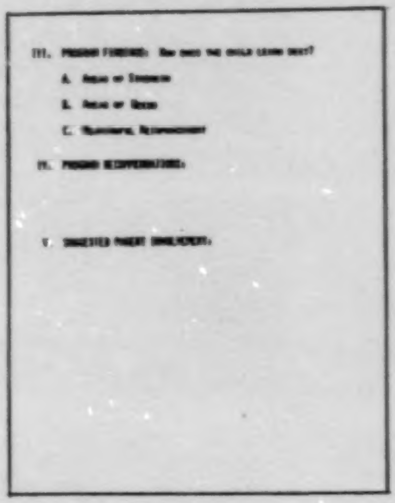
III. Program Findings - this information can help the child's next teacher to plan a meaningful program for the child.

IV. Program Recommendations - this information can help expedite services for the child.

V. Suggested Parent Involvement - provide the next teacher with a list of ways that the child's parent has been involved with in your program and ways involvement could be continued.

The Early Childhood Progress Report will aid the child's next teacher in developing his/her initial education program for the child.





The Portage Project

BEST COPY AVAILABLE

PORTAGE PROJECT

FORM PACKET

The PortageProject

CREDIT: ______yes ______no

ACTIVITY CHART

Child's Name ______________________________

Parent's Name ______________________________

Home Visitor's Name ________________________

Week of ___________________________________

What to Teach:

What to Record:

DAYS

Directions:

The Portage Project

© 1976 Cooperative Educational Service Agency 12

PORTAGE PROJECT HOME START TRAINING CENTER
HOME VISIT REPORT

Child: ______________________ Home Visitor: ______________________

Week# _____ Visit# _____ Length _____ Scheduled Date: _________ Time: _________

Rescheduled Week# _________ Date: _________ Time: _________

Reason for missed or rescheduled visit:

Postbaseline on last week's activities. Please turn in together with activity charts you picked up during your visit.

Acitivity Code	Objective	Baseline	Post-baseline

Home Visitor Comments:

Parent Comments:

The PortageProject

____
Parent's Signature

HOME VISIT OBJECTIVES | Baseline | **RECORDING PROCEDURE**

STRUCTURED ACTIVITIES

Activity Code — development area and skill number

/ = when presented
M/D = fill in date when accomplished

INFORMAL ACTIVITIES

Theme ____________________

Last Week's Total	
Accompiished	
Total presented	

I = Informal Activity
R# = Review of a Prescribed Activity

E/R = item presented from curriculum checklist for exposure or readiness

Baseline

x = presented

PARENT/FAMILY ACTIVITIES

C = Curriculum Planning
E = Parent Education
P = Program Information
F = Family Action Plan

X = presented

Component and Developmental Areas	Cognitive	Language	Motor	Self-Help	Socialization	Medical	Nutrition	Dental	Mental Health	Safety	Social Services	Parent Involvement
Last Week's Totals												
Total Number of Activities Presented Year to Date												

Portage Project
Home Start Training Center

FAMILY ACTION PLAN

family ____________________
date ____________________
home visitor ____________

The PortageProject

Portage Project
Home Start Training Center
Family Action Plan Part I
Family Interests

Dear Parents:

Many parents have expressed an interest in gathering information about a variety of topics. We would like to assist you in learning more about those things which are of interest to you. Working together, we can take advantage of resources available in our community to get the information you want. On the following list there are many topics that parents have expressed an interest in knowing more about. Please check those that most interest you.

_____ Child Development
_____ Health Check-ups
_____ Emergency Food
_____ Aid to Dependent Children
_____ Handicapped Children
_____ Finding a Job
_____ Depression
_____ Hobbies
_____ Emergency Housing
_____ Fuel Assistance
_____ Alcohol/Drug Abuse
_____ Dieting
_____ Family Planning
_____ General Education Degree

_____ Fatigue
_____ Fire Safety
_____ Family Counseling
_____ Dental Care
_____ Spouse Abuse
_____ Anger/Hostility
_____ Supplemental Security Income
_____ Well Child Care
_____ Child Management
_____ Exercise/Physical Fitness
_____ Budgeting
_____ Nutrition for Preschoolers
_____ Immunizations

_____ Driver's License
_____ Emergency Clothing
_____ Women, Infants and Children
_____ Improved Reading Skills
_____ Churches
_____ Marriage Counseling
_____ Job Training
_____ Meal Planning and Preparation
_____ Child Abuse and Neglect
_____ Volunteering/Community Involvement
_____ Household Safety and Sanitation
_____ Home Weatherization
_____ Other

We have information about some of these topics at our office. Your home visitor will help get the information you want or put you in touch with the resource that has the information.

The PortageProject

FAMILY ACTION PLAN PART II

LOG SHEET

Family's Interests/Needs	Component Area	Priority	Date Initiated	Date Completed

FAMILY ACTION PLAN PART III

PLAN OF ACTION

Component Area______________________________ Objective____

Family Resources:

Date Started	Steps	Who	Outcomes	Date Completed

The Portage Project

Agencies Involved

Name	Agency	Address	Phone

The Portage Project

PORTAGE PROJECT

HOME BASED PARENT-TEACHER AGREEMENT

Parent ______________________________ Home Visitor ______________________________

Date ______________________________ Date to be reviewed ____________________

Home Visitor

HOME VISITS

_____ I will be on time for the home visit or let the parent know when I won't.

_____ I will bring materials and ideas.

_____ I will show the parent how to use the materials.

_____ I will present ___ learning activities during the visit that are planned for the child.

_____ I will leave or present materials on health, nutrition, community services and notices of meetings.

_____ I will show you how to use what there is in the home to teach the child.

_____ I will leave materials and directions for the parent to use the rest of the week.

_____ I will leave activity sheets for you to record the child's progress.

_____ I will use the parents ideas in planning for the child.

_____ I will talk with you about the child's progress.

_____ I will refer the parents to the social worker to help meet their needs.

_____ Other ______________________

____

Parent

HOME VISITS

_____ I will be home for each visit or let the home visitor know I will not.

_____ I will have my child dressed and ready.

_____ I will understand that the visit time is just for me, my child and the home visitor.

_____ I will watch how the home visitor works with my child and not do other work.

_____ I will help during the home visit.

_____ I will help plan activities for my child.

_____ I will try teaching an activity when the home visitor is there to help me.

_____ I will work on activities every day, with my child and record his or her progress on activity sheets.

_____ I will help my child keep track of all Head Start materials left with me and return them to the home visitor.

_____ I will talk with the home visitor about how my child is doing on visits and at home.

_____ Other ______________________

____

____

The Portage Project

Home Visitor

CLUSTERS

_____ I will plan the activities for clusters.

_____ I will set up the classroom, bringing needed materials.

_____ I will present group activities such as singing, games, crafts, storytime, acting out stories, field trips, etc.

_____ I will help in teaching the child to learn, to get along with others, share, and take turns.

_____ I will help the child learn to use good table manners.

_____ I will allow time for activities that the child chooses to do.

_____ I will help the parent plan activities for the clusters.

_____ I will use ideas the parent discussed with me for the clusters.

_____ I will get materials the parent needs for the cluster.

_____ I will let the parent teach activities at the clusters.

_____ Other ________________________

____

____

____

Parent

CLUSTERS

_____ My child and I will come to cluster each and every time.

_____ I will volunteer in the class room ___ days a year.

_____ I will give ideas for clusters.

_____ I will get materials ready with home visitor's help for the cluster.

_____ I will go on field trips.

_____ Other ________________________

____

____

____

Parent's Signature ____________________

Home Visitor's Signature ____________________

Review Comments: ____________________

____

PORTAGE PROJECT INFORMAL STAFFING LOG

Staff in Attendance ____________________

____

Recorder ____________

Date ____________

DATE	HOME VISITOR	FAMILY	PROBLEM	ALTERNATIVE SOLUTIONS *CHOSEN ONE	FOLLOW-UP

EARLY CHILDHOOD PROGRESS REPORT

CHILD'S NAME______________________ PARENT'S NAME______________________
BIRTHDATE______________________ ADDRESS______________________
SCHOOL______________________ PHONE NUMBER______________________
REPORTER______________________ POSITION______________________

I. PROGRESS REPORT: CHILD CAN UPON REQUEST, EASILY PERFORM THE FOLLOWING ACTIVITIES:

A. COGNITIVE SKILLS:

B. MOTOR SKILLS:

C. LANGUAGE SKILLS:

D. SOCIALIZATION SKILLS:

E. SELF-HELP SKILLS:

II. EMERGING SKILLS: THE NEXT ACTIVITIES THE CHILD SHOULD BE ABLE TO LEARN ARE:

A. COGNITIVE SKILLS:

B. MOTOR SKILLS:

C. LANGUAGE SKILLS:

D. SOCIALIZATION SKILLS:

E. SELF-HELP SKILLS:

The Portage Project

III. PROGRAM FINDINGS: How does the child learn best?

A. Areas of Strength

B. Areas of Needs

C. Meaningful Reinforcement

IV. PROGRAM RECOMMENDATIONS:

V. SUGGESTED PARENT INVOLVEMENT:

PORTAGE PROJECT

HOME START TRAINING CENTER

COMPONENT CALENDAR

MONTH:______________________________ THEME:______________________________

RESPONSIBLE STAFF:____

****

ACTIVITY	MATERIALS
1.	
2.	
3.	
4.	
5.	

PORTAGE PROJECT

WEEKLY SCHEDULE

NAME: ______________________

HOME PHONE: ______________________

WEEK OF: ______________________

MONDAY

TIME	PLACE	PHONE

TUESDAY

TIME	PLACE	PHONE

WEDNESDAY

TIME	PLACE	PHONE

THURSDAY

TIME	PLACE	PHONE

FRIDAY

TIME	PLACE	PHONE

MONDAY

TIME	PLACE	PHONE